

## General Music Syllabus

To: General Music Students and Parents

**Purpose:** The purpose of this letter is to inform and communicate the policies, procedures, and expectations of the General Music class with my students and their parents.

**Greeting:** Welcome! Their middle school years are critical in the positive development of young adults. Music education is an essential facet of this and I am proud to be a part of your child's education experience. My main objective is to help each child be successful. the remainder of this syllabus outlines various details needed to aid in your child's success and achievement.

**Expectations:** The General Music curriculum provides a wide variety of music experiences and opportunities, which require extreme amount of student cooperation and participation. Students should expect this course to be challenging, exciting educational and fun. To ensure a quality educational experience and efficient use of our time together these rules have been developed and will be consistently enforced.

1. Arrive promptly (within 4 minutes from your previous class) and go directly to your assigned seat.
2. Raise your hand to speak.
3. No gum, candy, food, etc. is permitted.
4. Arrive prepared for class – you are required to bring a pencil.

**Materials:** A pencil is required for each class. A folder is provided in class for papers and packets.

**Instrument and Equipment Care:** Throughout the year, the students will be using bell sets, guitars, keyboards, African Drums, computers and other sensitive equipment. All equipment is either school property or personal property of a Music teacher. Students are responsible for the care of the equipment that is assigned to them. In the event of damage, they will be held liable.

**Curriculum:** The curriculum revolves on twelve-week cycles. Each cycle will include history/theory, guitar, and keyboard instrument. Various styles of music and musical elements are approached through each of these areas.

**Grading:** Students will have written quizzes and tests, and a final exam on all information presented. Students may use their own notebook for a set time limit on the final exam. Performance tests will be given on all instruments and composition assignments. If a test score is low, I may request the students to have the test signed by a parent and returned to me. Seldom is homework given. A strong emphasis is placed upon in-class work, participation and achievement.

**Communication:** As needed, I will contact you through the use of letters, phone calls interim, and grades. Please feel free to contact me at Marshall Middle School (724) 934-6060 or Ingomar Middle School (412) 348-1470 in the event of a question or concern, or send a note with your child. I will promptly return your phone call or respond to your letter.

Please sign and return the bottom portion of this syllabus verifying that you have read this syllabus and discussed it with your child. Keep the top portion for your records.

# Middle School General Music Syllabus

**Henry Fisher**

## Middle School General Music Syllabus:

**Music Curriculum Guides** Harold Walton Arberg, Sarah Parker Wood, 1964     *The Oxford Handbook of Preservice Music Teacher Education in the United States* Colleen Marie Conway, Kristen Pellegrino, Ann Marie Stanley, Chad West, 2020  
The Oxford Handbook of Preservice Music Teacher Education in the United States advocates for increased cultural engagement in Pre K 12 music education     [Creating a Curriculum for Adolescent Youth](#) National Education Association of the United States. Research Division, 1928     [Syllabus in Music](#) University of the State of New York. Bureau of Secondary Curriculum Development, 1961     **The Musical Times and Singing-class Circular**, 1892     **Musical Times and Singing Class Circular**, 1892     **Middle School General Music** Elizabeth Ann McAnally, 2016-04-06 Create a viable meaningful program that will motivate your students and have them participating with enthusiasm with Middle School General Music The Best Part of Your Day A welcome guidebook for music teachers trying to navigate the sometimes turbulent waters of middle school general music it offers strategies and lessons that have been created in the real world of general music by a practicing teacher Revised and expanded to align with the National Core Arts Standards each section of this second edition is full of tips and lessons to help middle schoolers develop a life long love of music From instructional units to composition projects rhythm games to listening lessons you ll find plenty of ideas for working with young adolescents An appendix of suggested resources steers you to materials appropriate for middle level students Bolster your program with the discussion about why general music is so vital in middle school If your music classes feel like the perfect storm let McAnally make them the best part of your day     **Administrator's Handbook on the Secondary School Curriculum of New York State** University of the State of New York. Bureau of Secondary Curriculum Development, 1960     *Doctoral Dissertations in Music and Music Education* Music Educators National Conference (U.S.), 1964     **The Journal of Education**, 1892     **Curriculum Materials** Association for Supervision and Curriculum Development, 1965     **The candidate in music** Henry Fisher, 1894     [Update](#), 1989     [The Progress of Music in Ireland](#) Harry White, 2005 This book collects a number of essays on the relationship between music cultural history and musicology in Ireland which taken together comprise a natural progression from the author s widely acclaimed monograph The Keeper s Recital 1998 The progress of music in Ireland contains essays on contemporary music and musical infrastructures in Ireland on Irish musical nationalism in the context of German and Czech traditions on the presence of music in the work of Brian Friel and Samuel Beckett on Joyce and music on university education and Irish musical education on the discourse of musicology in Ireland and on the work of Brian Boydell and Aloys Fleischmann as pioneers in Irish musical scholarship     [Musart](#), 1960     **Master's Theses in Education** T. A. Lamke, Herbert M. Silvey, 1978     *Music Research Handbook For: Music Education, Music Theory, Music History, Music Literature [and] Musicology* Hazel Beckwith Nohavec Morgan, Clifton A Burmeister, 1964  
[ERIC Educational Documents Index](#) Educational Resources Information Center (U.S.), 1966 A subject author institution

index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education   **ERIC Educational Documents Index, 1966-69: Major descriptors** ,1970   **ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index** CCM Information Corporation,1970

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