



HERBERT MORRISON TECHNICAL HIGH SCHOOL

**PROMOTING A CULTURE OF EXCELLENCE
HOME OF SCIENCE TECHNOLOGY AND TECHNICAL
VOCATIONAL EDUCATION**

CURRICULUM GRADES 7-9



MUSIC DEPARTMENT

H.O.D. Nicola Watson-Morris JP

GRADE 7

Term 1

SEPTEMBER

- WEEK 2: What is Music?; Music and the Person
Music and Culture ; Music and Vocation
- WEEK 3: Musical Notes, Rests and their Values;
- WEEK 4: Treble Clef/Bass Clef; Staff/Stave
Lines and Spaces & Musical Symbols (sharps, flats
and naturals)

OCTOBER

- WEEK 1: Assessment
- WEEK 2: Time Signature (Simple and Compound) 4/4;
3/4; 2/4; 6/8
- WEEK 3: Time Signature (cont'd)
- WEEK 4: Tied and Dotted Notes & Rests
- WEEK 5: Introduction to the Recorder (~How to play~Breathing
Techniques
~ Correct posture ~Notes B, A, and G)

NOVEMBER

- WEEK 1: Introduction to Major scales - Sharp Scales [C, G, D, A, E, B
Major]

(Ledger Lines)
- WEEK 2: Flat Scales [F, Bb, Eb, Major]
- WEEK 3: Intervals
- WEEK 4: Assessment

DECEMBER

- WEEK 1: Tonic Triads (Root Position only)
- WEEK 2: **REVISION**

Students will receive orchestra project outlines before going on holidays in order for them to use this time to start projects

Term 2

JANUARY

- WEEK 1: Introduction to “The Orchestra”
- WEEK 2: Instruments of the Orchestra/Timbre
~ Brass Family
~ String Family
- WEEK 3: Video Presentation
- WEEK 4: Instruments of the Orchestra/Timbre
~ Woodwind Family
~ Percussion Family

Orchestra Project Outline

HERBERT MORRISON TECHNICAL HIGH SCHOOL MUSIC DEPARTMENT

Orchestra Project Outline - Grade 7

The Project should have five (5) chapters. The following should be included in the each chapter of the project:

- CHAPTER 1
 - 1) What is an Orchestra?
 - 2) Brief history of the orchestra
- CHAPTER 2
 - 1) Families within an Orchestra
 - 2) Pictures of instrument from these families
- CHAPTER 3
 - 1) Types of Orchestras
 - * Chamber
 - * Symphony
 - * Philharmonic
- CHAPTER 4
 - 1) Life work of at least two (2) composers/arrangers of music for orchestra.
Eg: J. S. Bach, Ludwig Van Beethoven, Franz Peter Schubert, Frederic Francios Chopin, George Fredrick Handel, Richard Strauss ,Wolfgang Amadues Mozart ,Claude Debussy, etc...
- CHAPTER 5
 - The Modern Orchestra
 - 1) Examples of orchestras of the 21st century
 - 2) Pictures of these orchestras
 - 3) Instruments used in these orchestras that are not usually found in typical orchestras.

Places to source information:

1. Herbert Morrison Technical High School Library
2. Parish Libraries
3. Internet:
 - www.bso.org www.philharmonia.co.uk
 - www.orchestra.com www.classicalmusic.about.com
 - www.quinnviolins.com www.osses.org
 - www.m-orchestra.co.uk www.allposters.com

FEBRUARY

- WEEK 1 Life and work of some composers/arrangers of music for the Orchestra.
- WEEK 2 Video Presentation
- WEEK 3 The Modern Orchestra
- WEEK 4 Assessment (Orchestra Worksheet)

MARCH

- WEEK 1 The Recorder (Scales)
- WEEK 2 The Recorder (Scales cont'd)
- WEEK 3 Introductory songs for recorder
- WEEK 4 Assessment (Practical)

APRIL

- WEEK 1 Introduction to Listening and Appraising (LIAP)
*Pitch
- WEEK 2 Introduction to Listening and Appraising (LIAP)
*Dynamics
- WEEK 3 Introduction to Listening and Appraising (LIAP)
*Texture
- WEEK 4 Assessment

Term 3

MAY

- WEEK 1 Recorder/Classroom Ensemble
- WEEK 2 Recorder/Classroom Ensemble
- WEEK 3 Recorder/Classroom Ensemble
- WEEK 4 Assessment

JUNE

- WEEK 1 **REVISION**
- WEEK 2 **REVISION**
- WEEK 3 Practical Examinations for Recorder
- WEEK 4 Practical Examinations for Recorder

JULY

END OF YEAR EXAMINATION

GRADE 7 - Activities

TERM 1

Topic	Suggested Activities	Suggested Assessment
Introduction to the Elements of Music a. Rhythm [Steady Beat & Syncopation]	a. Listening to various genres of music to: <ul style="list-style-type: none">• Identify by performing using hand percussion, strong/weak beats• Reproduce by clapping various notated rhythmic patterns• Perform ostinati patterns heard in listening examples• Notate simple rhythmic patterns in 4/4, 3/4 and 2/4 and identifying the strong and weak beats in these patterns.	<ul style="list-style-type: none">• Presentation / Performance of rhythmic compositions identifying strong / weak beats/pulses.• Completing written activities from ABRSM Music Theory Book Grades 1-2
	b. Perform in groups rhythmic patterns reproduced from the listening activities.	
	c. Pair/share rhythmic ostinati patterns by using body	

	Percussion	
	d. Compose simple steady beats in 4/4, 3/4 and 2/4 in groups/pairs	
	e. Compose simple ostinati patterns for class presentation with examples of syncopation and steady beat patterns.	
	f. Steady Beat - Find the beat, march the beat, tap the beat, etc.	
	g. Clap the rhythm of syllables in names, words, phrases, etc.	
	h. Clap rhythms of well-known songs or nursery rhymes and try to recognize the rhythm.	
	i. Draw a musical timeline and create symbols for long, short tones.	

Topic	Suggested Activities	Suggested Assessment
Introduction to the Elements of Music <ul style="list-style-type: none"> • Melody 	a. Defining the concept of melody using semantic mapping: <pre> graph TD MELODY[MELODY] --> Pitch[Pitch] MELODY --> Sequence[Sequence] MELODY --> Scale[Scale] MELODY --> Lyrics[Lyrics] MELODY --> MusicalIdea[Musical Idea] </pre>	
	b. Listening to varied musical	

	genres identifying melodic sequences / ideas.	
	c. Reproduce by singing, melodic or pitch movements used or listened to in class activities. Example: <i>Steps, Skips, Leaps etc....</i>	
	d. Draw contours to mimic melodic movements identified in [c] above	
	e. Singing popular melodic sequences in folk songs and other popular music.	
	f. Singing scale movements using <i>solfa</i> . Do, re, mi, fa, soh, la, ti, do	
	g. Composing in pairs / groups simple melodic sequences and their matching contours.	
	h. <i>Pair/Share Performance</i> : One partner may sing the melodic sequences whilst the other demonstrates the live melodic contour.	
	i. Composing major scales using the TTSTTTS method in the keys of C Major, G Major, D Major, A Major, F Major, Bb Major and Eb Major.	
	j. Use body signals from solfege - or create your own using hands to show the rise and fall of the melody.	
	k. Sing Do Re Mi from the Sound of Music and play each new tone on the piano as you sing the scale.	
	l. Clap (or play on a rhythm instrument) any short rhythm. Have a student clap or play the same rhythm back to you, at the same speed.	

NOVEMBER

- WEEK 1 Intervals and Ledger Lines
- WEEK 2 Assessment
- WEEK 3 Recorder
- WEEK 4 Recorder (cont'd)

DECEMBER

- WEEK 1 **REVISION**
- WEEK 2 Recorder/Voice Practical Examination

Students will receive folk form project outlines before going on holidays in order for them to use this time to start projects

Term 2

JANUARY

- WEEK 1 Introduction to "Jamaican Folk Forms"
- WEEK 2 Kumina
- WEEK 3 Dinkie Minnie
- WEEK 4 Nine-Night

FEBRUARY

- WEEK 1 Revival Zion / Pocomania
- WEEK 2 Video Presentation

- WEEK 3 Jonkunnu
- WEEK 4 Assessment

Folk Form Project Outline

Herbert Morrison Technical High School Music Department

Project Outline – Jamaican Folk Forms

Folk Forms included in Research:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Kumina • Gerreh • Tambo/Tambu • Revival Zion • Bruckin’s Party • Tea Meetings | <ul style="list-style-type: none"> • Ettu • Dinkie-Minie • Pocomania • Nine-Night • Jonkunno • Wake |
|--|---|

The Project must include:

1. Research on any five (5) of the folk forms from the list above.
2. Social Background on all the folk forms chosen.
3. Map of Jamaica showing all areas where each of the folk forms chosen are practiced.
4. Pictures of instruments used in the folk forms researched.
5. Pictures of the characters of the folk forms chosen.
6. Bibliography.

PLACES TO SOURCE INFORMATION

- Jamaica Information Service (JIS)
- Sam Sharpe Teachers’ College Library
- Jamaica Cultural Development Commission (JCDC)
- Edna Manley College for the Visual and Performing Arts – Jamaica School of Music Library
- Herbert Morrison Technical High School Library
- Parish Libraries
- Internet
 - 1) <http://hmthsband.tripod.com/herbertmorrisontechnicalhighschoolband/id8.html>
 - 2) www.jcdc.org.jm
 - 3) www.nlj.org.jm/docs/kumina.html
 - 4) www.jamaicans.com/culture/bruckinstime.htm

MARCH

- WEEK 1 The Recorder
- WEEK 2 The Recorder (Scales cont'd)
- WEEK 3 Introductory songs for recorder
- WEEK 4 Assessment (Practical)

APRIL

- WEEK 1 Major Scales (Key signature)
- WEEK 2 Major Scales (cont'd)
- WEEK 3 Major Scales (cont'd)
- WEEK 4 Assessment

MAY

- WEEK 1 Harmonic Minor Scales (Key signature)
- WEEK 2 Harmonic Minor Scales (cont'd)
- WEEK 3 Assessment
- WEEK 4 Grouping of notes and rests

JUNE

- WEEK 1 Composing single four-bar rhythms
- WEEK 2 **REVISION**
- WEEK 3 Practical Examinations for Recorder
- WEEK 4 Practical Examinations for Recorder

JULY

END OF YEAR EXAMINATION

Grade 9

Term 1

SEPTEMBER

- WEEK 2 Construction of Major Scales using the TTSTTTS system
- WEEK 3 Major Scales (cont'd)
- WEEK 4 Major Scales (cont'd)

OCTOBER

- WEEK 1 Assessment
- WEEK 2 Transposition
- WEEK 3 Transposition (cont'd)
- WEEK 4 Assessment

NOVEMBER

- WEEK 1 The Recorder
- WEEK 2 Scales and Arpeggios - Recorder
- WEEK 3 Introductory Songs for the Recorder
- WEEK 4 Assessment

DECEMBER

- WEEK 1 **REVISION**
- WEEK 2 Recorder/Voice Practical Examination

Students will receive popular music project outlines before going on holidays in order for them to use this time to start projects

Term 2

JANUARY

- WEEK 1 Introduction to “Jamaican Popular Music”
- WEEK 2 Mento
- WEEK 3 Ska
- WEEK 4 Video Presentation

FEBRUARY

- WEEK 1 Assessment
- WEEK 2 Rocksteady
- WEEK 3 Reggae
- WEEK 4 Dancehall

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Project Outline – Jamaican Popular Music - Grade 9

The project should include any three (3) of the following popular music forms:

- Mento
- Rocksteady
- Dancehall
- Ska
- Reggae

The Project must include:

1. Social Background of each form chosen
 - History of Popular Music Form
 - Time span (era) of each popular music form
2. Artistes that spanned each form
 - Examples of two (2) artistes that were/are predominant during each popular music form’s era
 - Examples of one (1) song from each artiste *
3. Organizational Chart
 - Chart showing development of Jamaican Music
4. Instruments used in each Popular Music Form
 - Pictures of these instruments

* Recorded Music – This section should include **ONE** (1) song from each artiste from each of the popular music form chosen (6 songs). This may either be on audiocassette or compact disc (CD)

Places to source Information:

- Herbert Morrison Technical High School Library
- Parish Libraries
- Jamaica Information Service (JIS)
- Internet

www.bobmarley.com
www.legacyrecords.com/reggae
www.reggae-review.com
www.jamaicans.com/tennors
www.go.to/skaaugogo

www.dancehallreggae.com
www.tootsandthemaytals.net/toots
www.cloud9.net/~dab.ska.html
www.skaville.de
www.stevecox.com/reggae

MARCH

- WEEK 1 Minor Scales (Harmonic)
- WEEK 2 Melodic Minor Scales
- WEEK 3 Writing scales using key signature
- WEEK 4 Writing scales using key signature

APRIL

- WEEK 1 Assessment
- WEEK 2 Compound Time Signatures
- WEEK 3 Time Signatures (cont'd)
- WEEK 4 Assessment

MAY

- WEEK 1 Intervals (minor)
- WEEK 2 Intervals (cont'd)
- WEEK 3 Assessment
- WEEK 4 The Recorder

JUNE

- WEEK 1 Recorder (cont'd)
- WEEK 2 Practical Examinations for Recorder
- WEEK 3 Practical Examinations for Recorder

- WEEK 4 **REVISION**

JULY

END OF YEAR EXAMINATION