

Music Bilingual Teaching

Curriculum Year 8 (two semesters)

Books: New Music Matters 11-14, Volumes 1, 2 and 3, Heinemann Education Publishers, Oxford
 Schoolhouse Raps, Alfred Publishing, Van Nuys, USA

Methods	Content, fields of learning
<p>The students</p> <ul style="list-style-type: none"> • describe music in suitable terminology • distinguish music according to periods and genres and relate it to historical and cultural contexts. • explain functions and effects of music in correspondence to non-musical elements (e.g. songs, opera scenes, programme music, music in commercials, film music) • present listening results and teaching results with the help of listening scores and structural sketches • take part in planning and performing their own music • examine aspects of production, circulation and functions of music • reflect relations between music and their own experiences 	<p>1. Music is based on systems</p> <ul style="list-style-type: none"> • polyphony, homophony • scales in blues, harmonic system of blues, rhythmical patters of Jazz (syncopation, swing) • revision of basic terms (major, minor, intervals, rhythmical patters, harmonic structures) <p>2. Music has shape and expression</p> <ul style="list-style-type: none"> • programme music (e.g. Moldau, Pictures at an Exhibition, Pacific 231 etc. • self-designed compositions • designing of listening scores • analysis of music <p>3. Music in historical and cultural Contexts</p> <ul style="list-style-type: none"> • Historical backgrounds of spiritual, ragtime, blues, worksong <p>4. Different uses and effects of music</p> <ul style="list-style-type: none"> • Music and politics (e.g. national anthems) or: • Examples from 3. (e.g. worksong, music as rhythm of life)