

**O.T. Bonner Shining Voices and General Music
Syllabus
2025-2026**

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Course Description

- The purpose of this music course is to develop and enable comprehensive musicianship with a focus on musical literacy. As a music educator, I believe everyone is musical because it is part of our nature, and we all have tremendous potential to learn and enjoy music. Research shows that music helps students develop higher-order skills and facilitates the ability to learn. Our ultimate goal at O.T. Bonner Middle School is to help students increase self-discovery through a balanced, comprehensive, and sequential program of study. This course is designed to enable students in transferring prior knowledge and skills, and encourage student exploration of new musical concepts. This includes, but is not limited to: music appreciation, studies in vocal production, music composition using digital audio workstations and notation software, and ensemble performance.

Course Objectives

NATIONAL AND STATE STANDARDS:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

Grade Specific Expectations

1. 60% Summative Assessment
 - a. Performances
 - b. Quizzes/Tests when performances do not occur during the marking period
 - c. Projects/ Collaborative work

2. 40% Formative Assessment
 - a. Class participation and group or solo performance in the classroom
 - b. Informal assessments using online programs such as Music Tech Teacher and Blooket
 - c. Worksheets
 - d. Classwork
 - e. Bell Ringer
 - f. Group work

Required Supplies

- Concert attire: All choral students will need to acquire the following: black shirt, black pants/skirt, black shoes (no flip-flops, bedroom shoes, or military boots). A necktie will be provided for the gentlemen. Ladies may choose to wear a black dress if it is solid black (no polka dots or patterns). For less formal performances, we may wear blue jeans and our choir t-shirts. T-shirts will be provided to each chorus student at no charge. Jeans with holes are not allowed at performances. If you need assistance with finding these items, please see Dr. Perryman.

At a Glance

Students will be enabled to:

- Demonstrate ability to sing simple songs alone and in an ensemble.
- Sight-sing simple melodies and rhythms.
- Perform a song on a classroom instrument or vocal solo/small group.
- Identify the parts of classroom instruments and demonstrate procedures for handling them.
- Apply expressiveness in music performed including dynamics and tempo.
- Move to music in a variety of styles and meters.
- Visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts.
- Identify musical components of a vocal score.
- Aurally and visually identify parts of binary and ternary song forms.
- Group notes and rests into measures in 4/4 time.
- Improvise short passages on classroom instruments or with the voice.

- Compare and contrast a variety of listening examples with regard to instrumentation and style.
- Demonstrate proper audience behavior.
- Use technology to process music.
- Discuss the requirements for a career in music and explore appropriate research on music.
- Classroom expectations: Rules and procedures, required materials.

August/September

- Pre-Assessment: Rhythm and note reading.
- Rhythm: identify, read, and perform simple patterns in unison, spoken, and on instruments.
- Sing simple songs in unison through rote learning.
- Vocabulary.
- Listening and Analysis: selected examples from various styles and historical periods.
- Prepare for district honor's choir auditions.
- Performance (Required)

October/November

- Rhythm: identify, read, and perform simple patterns, spoken in unison, and performed on instruments.
- Move: develop and apply movements and gestures to simple rhythm patterns and simple songs.
- Sing simple songs in unison and call-and-response with expression.
- Score analysis: Label and identify whole notes and whole rests.
- Vocabulary.
- Compose and perform simple rhythmic pieces consisting of 4 measures, alone or in a group.
- Listening and Analysis: selected examples from various styles and historical periods.
- Prepare for district honor's choir auditions.

December/January

- Rhythm: identify, read and/or perform simple patterns.
- Move: develop and apply movements and gestures to simple rhythm patterns and simple songs.
- Score analysis: Label and identify components.
- Compose and perform simple rhythmic pieces, 4- or 8-measures, on a single part.

- Listening and Analysis: selected examples from various styles and historical periods.
- Assessment: Rhythm reading and performance, vocabulary, score analysis, and listening analysis.
- Holiday performance (Required).

February/March

- Develop rhythm reading and performance.
- Identify notes on the staff of treble and bass clefs.
- Sight-sing melodies in key of C major on treble clef, stepwise, in unison, on solfege syllables.
- Improvisation: Perform simple 4- beat improvised rhythmic/melodic patterns in call and response setting (teacher - student).
- Vocabulary.
- Establish simple criteria for evaluating music.
- Listening and Analysis: selected examples from various styles and historical periods.
- All-District Choir event March 1st, 2025 (auditioned students only)
- All-District Choral Assessment @ Radford University, March 14, 2025. (Required)

April/May

- Technology: Introduce, discuss, and utilize basic applications for composing music using digital audio workstations.
- Rhythm: identify, read, and perform patterns, spoken and on instruments.
- Sight-sing songs from score in unison.
- Vocabulary.
- Identify parts of a musical.
- Improvisation: Perform simple 4- or 8- beat improvised rhythmic/melodic patterns in an ensemble setting.
- Listening and Analysis: selected examples from various styles and historical periods.
- Application of skills through bucket drumming and singing.
- End-of-year performances (Required)

Students enrolled in nine-week general music courses will follow a compressed version of the pacing guide listed below. General music students will not be required to participate in choral performances, but will be strongly encouraged to do so. Students in general music courses will be considered part of the choir and do not have to enroll separately to be eligible for choral events.