



## **Grade 8 Music Curriculum**

*Last Updated March, 2019 by Shannon Sunday*

**Course Description:** Students will spend the year focusing on practical applications of music making, highlighting fundamental components of Western art music, and discussing the aesthetics and criticism of today's popular music. After reviewing rhythmic, melodic, and instrumental fundamentals, students will prepare and perform a rhythm duet, participate in a boomwhacker band, and compose and perform an original composition. Students will also critique and analyze current popular music traditions.

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<b>Unit #/Title</b>	1/Notation	<b>Time Frame</b>	10 Periods
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## Stage 1 - Identify Desired Results

### Standards

- 9.1.8 A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Music: • duration • intensity • pitch
  - Principles Music: • composition • form • harmony • rhythm • texture
- 9.1.8 B.** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Music: • play an instrument • read and notate music
- 9.1.8 C.** Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8 G.** Explain the function and benefits of rehearsal and practice sessions.
- 9.3.8 A.** Know and use the critical process of the examination of works in the arts and humanities. Compare and contrast
- Music: Analyze• Interpret• Form and test hypotheses • Evaluate/form judgments
- 9.3.8 D.** Evaluate works in the arts and humanities using a complex vocabulary of critical response.

### Big Ideas

- An understanding of the elements and principles of the arts is essential to the creative process and artistic production.

### Essential Questions

- How is sound organized to create music?
- How is music notation a universal language?
- Why are the established rules, guidelines, and conventions important to performing music?

### Content

- Definition and purpose of notation
- Values of whole, half, quarter, eighth, and sixteenth notes and rests.
- Values of dotted notes up to a dotted eighth.
- Beaming of eighth and sixteenth notes
- Names of notes on and off (the use of ledger lines both above and below) the staff in treble clef
- Purpose of time signature – specifically 2/4, 3/4, and 4/4
- Difference between note values and attack counts
- Group performance experience

### Skills

- Compose a soundscape
- Identify values of notes and rests
- Correctly identify pitch name of notes on and off the staff in treble clef
- Correctly identify where bar lines are placed in an example of music.
- Correctly identify attack counts
- Perform rhythm duet
- Prepare, analyze, practice and perform a composition within a small group setting

<b>Unit #/Title</b>	2/Music History – Medieval, Renaissance and Baroque	<b>Time Frame</b>	16 Periods
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## Stage 1 - Identify Desired Results

### Standards

**9.1.8 A.** Know and use the elements and principles of each art form to create works in the arts and humanities: Composition, Form, Genre

**9.1.8 C.** Identify and use comprehensive vocabulary within each of the arts forms.

**9.1.8 J** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

- Explain and demonstrate traditional technologies

**9.1.8 K** Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

**9.2.8 A** Explain the historical, cultural and social context of an individual work in the arts.

**9.2.8 B** Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

**9.2.8 C** Relate works in the arts to varying styles and genre and to the periods in which they were created.

**9.2.8 D** Analyze a work of art from its historical and cultural perspective.

**9.2.8 E** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

**9.2.8 F** Know and apply appropriate vocabulary used between social studies and the arts and humanities.

**9.2.8 G** Relate works in the arts to geographic regions: Europe

**9.2.8 I** Identify, explain and analyze philosophical beliefs as they relate to works in the arts

**9.2.8 J** Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

**9.2.8 K** Identify, explain and analyze traditions as they relate to works in the arts

**9.2.8 L** Identify, explain and analyze common themes, forms and techniques from works in the arts.

**9.3.8 A** Know and use the critical process of the examination of works in the arts and humanities: Compare and contrast; Analyze

### Big Ideas

- The relationship of the arts and culture is mutually dependent; culture affects the arts, and the arts reflect and preserve culture.

### Essential Questions

- How does music reflect history?
- Why is it valuable to classify and explain music by genre/style and historical period and/or culture?
- How does one musical style influence another?

### Content

- Historical connections and musical features of Antiquity, Middle Ages, Renaissance, and Baroque
- Characteristics associated with music of each period
- Vocabulary associated with each period
- Specific styles of music in each period
- Listening examples of each period
- Famous composers of each period and their contributions

### Skills

- Distinguish between musical styles from the Middle Ages, Renaissance, and Baroque eras through listening
- Use vocabulary related to each time period.
- Describe major characteristics of music from the Middle Ages, Renaissance, and Baroque eras.
- Recognize major composers of the periods and be able to describe their achievements.

<b>Unit #/Title</b>	3/Instrument Families	<b>Time Frame</b>	15 Periods
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## Stage 1 - Identify Desired Results

### Standards

- 9.1.8.A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements-timbre
  - Principles- texture
- 9.1.8 C.** Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8. G.** Explain the function and benefits of rehearsal and practice sessions.
- 9.1.8 H.** Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- Analyze the use of materials.
  - Explain issues of cleanliness related to the arts.
  - Explain the use of mechanical/electrical equipment.
  - Demonstrate how to work in selected physical space/environment.
  - Demonstrate the selection of safe props/stage equipment.
  - Demonstrate methods for storing materials in the arts.
- 9.1.8 I.** Know where arts events, performances and exhibitions occur and how to gain admission.
- J.** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- Explain and demonstrate traditional technologies
  - Explain and demonstrate contemporary technologies

### Big Ideas

- Music is organized sound. Timbre adds color and variety to the sound.

### Essential Questions

- Why does each voice and instrument have its own timbre?
- Why is it important to classify instruments into families?
- How do artists use instruments in their music?

### Content

- Families of the orchestra and the instruments that belong to each
- Characteristics of each family
- Parts of the instruments
- The way sound is produced/created on each instrument
- Situations where specific instruments are used

### Skills

- Identify and categorize the four instrument families: woodwinds, brass, strings, and percussion.
- Discuss and demonstrate the characteristics of each instrument family and members
- Recognize the instruments in each family
- Explain the difference of how instruments are played.
- Identify specific parts of instruments and the families they belong to.
- Listen to and identify several musical instruments by sound
- Differentiate between the sounds of various instruments

<b>Unit #/Title</b>	4/Music Listening	<b>Time Frame</b>	15 Periods
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## Stage 1 - Identify Desired Results

### Standards

- 9.3.8 A.** Know and use the critical process of the examination of works in the arts and humanities.
- Compare and contrast
  - Analyze
  - Interpret
  - Form and test hypotheses
  - Evaluate/form judgments
- 9.3.8 B.** Analyze and interpret specific characteristics of works in the arts within each art form
- 9.3.8 C.** Identify and classify styles, forms, types and genre within art forms
- 9.3.8 D.** Evaluate works in the arts and humanities using a complex vocabulary of critical response
- 9.3.8 E.** Interpret and use various types of critical analysis in the arts and humanities.
- Contextual criticism
  - Formal criticism
  - Intuitive criticism
- 9.3.8 F.** Apply the process of criticism to identify characteristics among works in the arts.
- 9.3.8 G.** Compare and contrast critical positions or opinions about selected works in the arts and humanities
- 9.4.8 A.** Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities
- 9.4.8 B.** Compare and contrast informed individual opinions about the meaning of works in the arts to others
- 9.4.8 C.** Describe how the attributes of the audience’s environment influence aesthetic responses
- 9.4.8 D.** Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

### Big Ideas

- Music is a personal experience, and all music has value even if it differs from an individual’s personal

### Essential Questions

- How is personal preference for music developed?
- How does one determine a style of music?
- How should we respect music if we don’t like the way it sounds?
- What criteria do we use to evaluate music? How do we use this criteria to determine if music is good or bad?
- How do I allow my first impression to influence my opinion?
- How do I view the purpose of music in my world?

### Content

- Particulars of popular music (Lyric content, genre, place in culture, purpose of composition, artistic creativity, influence of ensemble size, influence of instrumental choices, creation of mood)
- Characteristic of specific genres of music
- Active vs. passive listening
- Personal choice
- Various purpose of music in society
- Ensemble experience- Rehearsal through performance

### Skills

- Listen for specifics in a musical composition.
- Organize thoughts in a concrete manner
- Respect all styles of music
- Identify different characteristics of popular music.
- Explain the difference between active and passive listening and when each is deemed appropriate.
- Classify uses of music in society
- Collaborate, compromise, and work with others
- Organize, arrange, prepare a musical performance
- Introduce and present ensemble performance

