



GRADE 8 GENERAL MUSIC

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: **November 17, 2022**

COURSE OVERVIEW

Title:	Grade 8 General Music
Grade Level:	Grade 8
Level:	N/A
Length:	Electives Rotation (21 or 22 classes)
Duration:	83 minutes
Frequency:	5 classes per week
Pre-Requisites:	None
Credit:	N/A
Description:	The 8 th grade general music course focuses on the exploration of rhythmic and melodic motives, connections to the elements of music, and performance of Western classical music. Students will read, write, and improvise music within traditional forms and create and perform both new and known works of music.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Creating: Rhythmic and Melodic Form	<ul style="list-style-type: none"> • Form • Analysis • Improvisation 	4-5 Days
2	Creating: Notation	<ul style="list-style-type: none"> • Reading • Notation • Performance 	Ongoing
3	Creating: Composition	<ul style="list-style-type: none"> • Composition • Form • Chord Progressions 	4-5 Days
4	Performing: Melodic Content	<ul style="list-style-type: none"> • Meter • Form • Major and minor scales • Intervals • Ostinato 	Ongoing
5	Performing: Elements of Music	<ul style="list-style-type: none"> • Dynamics • Articulation 	Ongoing
6	Performing and Responding: Western Classical Music	<ul style="list-style-type: none"> • Renaissance • Baroque • Classical • Romantic 	5-10 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Creative Ideas	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Expression	Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Analysis	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Performance	Performers make interpretive decisions based on their understanding of context and expressive intent.
Context and Response	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT 1

Unit Title	Creating: Rhythmic and Melodic Form		
Unit Description	Students will label, analyze, and improvise expanded rhythmic and melodic forms appropriate for classical music.		
Unit Assessment	Ongoing aural and written assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do musicians generate creative ideas and decisions? 4-5 Days	<input type="checkbox"/> Students will label and analyze rhythmic and melodic form with phrasing and letter labels, including: AB, ABA, ABAC, A', Av, rondo, coda, and other expanded forms. <input type="checkbox"/> Students will identify notes on the treble and bass clefs up to two sharps and two flats. <input type="checkbox"/> Students will improvise four- to eight-measure melodic and/or rhythmic phrases, using aural, oral, and/or notation skills.	Vocabulary: bar, double bar, repeat, phrase, measure, clef, prime form, variant form, theme and variation, movement, coda, rondo, da capo Content: -form -analysis -improvisation -staff	MU:Cr1.1.8a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. 9.1.8.I 9.1.8.B 9.1.8.C

UNIT 2

Unit Title	Creating: Notation		
Unit Description	Students will read, perform, and create both known and unknown examples using uneven divisions of the beat and advanced syncopation.		
Unit Assessment	Ongoing aural and written assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do musicians represent sounds using notation? Ongoing	<input type="checkbox"/> Students will read and notate the known rhythms using rhythm syllables (takadimi) and traditional notation: dotted-quarter plus eighth note (over two beats), eighth note plus dotted-quarter note (over two beats). <input type="checkbox"/> Students will notate melodies on the treble and bass clefs (grand staff) using known scales. <input type="checkbox"/> Students will read and identify time signatures in simple duple and quadruple meters. <input type="checkbox"/> Students will label and analyze rhythmic and melodic form with theme and variations labels.	Vocabulary: ta—di, tadi--, syncopation, grand staff, theme and variations Content: -reading -notation -performance -rhythm syllables -meter	MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. 9.1.8.B 9.1.8.J

UNIT 3

Unit Title	Creating: Composition		
Unit Description	Students compose increasingly complex compositions that feature both rhythmic and melodic ideas and variations and include multi-chord accompaniments.		
Unit Assessment	Composition using known elements		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do musicians make creative decisions? 4-5 Days	<input type="checkbox"/> Students will compose up to 16-32 measures using known form, rhythmic, and melodic content. <input type="checkbox"/> Students will sing, play, and notate four-chord harmonic progressions in major, including the dominant seventh chord.	Vocabulary: harmony, chord, tonic, dominant, subdominant, chord progression, consonance, major scale degree, meter, improvise, canon, motive, chromatic, key signature, diatonic, tonality, dominant 7 th , cadence Content: -composition -form -chord progressions	MU:Cr2.1.8a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. 9.1.8.A 9.1.8.B 9.1.8.C

UNIT 4

Unit Title	Performing: Melodic Content		
Unit Description	Students use both vocal and instrumental techniques to expressive intent and artistry in the form. Students work in small forms, such as intervals, and large forms, such as the major diatonic scale and its subsets.		
Unit Assessment	Ongoing aural and written assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How does understanding the structure and context of musical works inform performance?</p> <p>Ongoing</p>	<input type="checkbox"/> Students will aurally and visually identify and label melodic patterns, including minor pentachord, minor hexachord, and major diatonic, using solfège. <input type="checkbox"/> Students will sing and play unison, two-part, three-part, and four-part melodies on the treble and bass clefs. <input type="checkbox"/> Students will sing and play ostinato and chordal accompaniments of increasing complexity on pitched and non-pitched instruments.	<p>Vocabulary: pitch, note, scale, major diatonic, extended scale, minor pentachord, minor hexachord, solfège syllables, unison, contour, leap, flat, sharp, natural, skip, step, interval, major, minor, chord</p> <p>Content: -meter -form -major scales -minor scales -intervals -ostinato</p>	<p>MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>9.1.8.B 9.1.8.C 9.3.8.B 9.2.8.E</p>

UNIT 5

Unit Title	Performing: Elements of Music		
Unit Description	Students create and perform interpretations of music, using more complex elements of music.		
Unit Assessment	Ongoing aural and written assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do performers interpret musical works?</p> <p>Ongoing</p>	<input type="checkbox"/> Students will read and follow dynamic and tempo markings, including: piano, mezzo piano, mezzo forte, forte, fortissimo, lento, andante, moderato, and allegro. <input type="checkbox"/> Students will use aural analysis skills and music terminology to describe sound.	<p>Vocabulary: dynamics, form, harmony, melody, rhythm, tempo, tone color, texture, articulation, monophonic, homophonic, polyphonic</p> <p>Concepts: -dynamics -articulation</p>	<p>MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining, how the music's intent is conveyed by their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>9.1.8.A 9.1.8.B 9.2.8.E 9.3.8.A</p>

UNIT 6

Unit Title	Performing and Responding: Western Classical Music		
Unit Description	Students study their relationship to Western classical music, creating social and musical links and context to events, people, and other art forms.		
Unit Assessment	Ongoing written and aural assignments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How does understanding the structure and context of music inform a response?</p> <p>5-10 Days</p>	<input type="checkbox"/> Students will identify representative composers and compositions from Classical Western music. <input type="checkbox"/> Students will compare and contrast musical works using music terminology. <input type="checkbox"/> Students will place styles of music into their appropriate category/genre, including: Renaissance, Baroque, Classical, and Romantic, including sub-genres.	<p>Vocabulary: culture, context, Renaissance, Baroque, Classical, Romantic, opera, motet, symphony, string quartet, madrigal, concerto, sonata</p> <p>Concepts: -Renaissance Period -Baroque Period -Classical Period -Romantic Period</p>	<p>MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different musical effects.</p> <p>MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>9.2.8.A 9.2.8.C 9.2.8.J</p>

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)