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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 General Music

April 2018

BOE Approved June 2019

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a minimum of one forty-five to fifty minute class either once per a six-day cycle for a year, or two forty-five to fifty minute classes twice within a six-day cycle for a semester.

Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

Course Description

General Music in Grade 8 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in responding to and creating music for film, responding to and connecting with the history of rock music, performing on the guitar, and performing and creating in a modern band.

Major Units and Pacing Guides

All units are designed to last one marking period, or approximately 9 weeks/18 class periods.

Unit 1: Music and Film

Unit 2: Rock and Roll and Pop Music

Unit 3: Guitar Performance

Unit 4: Modern Band

Subject: General Music

Grade 8

Unit 1: Music and Film

| Stage 1 Desired Results | | |
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| ESTABLISHED GOALS | <i>Transfer</i> | |
| Anchor Standard 2: Organize and develop artistic ideas and work | <p><i>Students will be able to independently use their learning to...</i></p> <p>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.</p> <p>MU:Re7.2.8a: Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> | |
| Anchor Standard 7: Perceive and analyze artistic work | <p>MU:Re8.1.8b: Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p> | |
| Anchor Standard 8: Interpret intent and meaning in artistic work. | <i>Meaning</i> | |
| CCSS.ELA.Literacy .Whst.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>ESSENTIAL QUESTIONS</p> <p>How do musicians make creative decisions?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> |

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| task, purpose, and audience. | | |
| Acquisition | | |
| | <p><i>Students will know...</i></p> <p>rhythmic phrases, melodic phrases, harmonic phrases, structures, genres, form, expressive intent, contrasting styles, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing).</p> | <p><i>Students will be skilled at...</i></p> <p>reading and writing standard and/or iconic notation, generating musical ideas, compare, interpreting other's music, discussing, reflecting, refining, applying feedback.</p> |

Stage 2 – Evidence

| Code | Evaluative Criteria | Assessment Evidence |
|-------------|---|---|
| Acquisition | <p>A thirty-second audio composition to accompany a video recording to demonstrate expressive intent, use of digital tools, and originality, and self-reflection.</p> <p>Understanding demonstrated through analysis of recordings and proper use of vocabulary necessary for success at this task.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Create original music to a selected video recording to convey expressive intent and contrasting styles</p> <p>Unit test of vocabulary and listening examples.</p> |
| Meaning | <p>Explaining personal choice, using music vocabulary correctly.</p> | <p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original compositions.</p> |

Stage 3 – Learning Plan

| Code | <i>Pre-Assessment</i> | |
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| Meaning Acquisition | Teachers will check students prior knowledge with a GarageBand and iPad assessment developed by general music teachers at the middle school. | |
| Acquisition Transfer Meaning | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● Teacher will use musical examples to demonstrate the uses of musical elements for emotional context and expressive intent. ● Students and teacher discuss how music affects their emotions through creative use of the elements of music. ● Teacher demonstrates how form and structure can relate to the expressive qualities. ● Students investigate and experiment with the demonstrated ideas and receive feedback. ● Teacher will demonstrate how to create music to a selected video clip. ● Students will analyze scenes from, but not limited to, film, musicals, opera, and video games to understand how music can be used to portray emotions. ● Students will analyze and discuss with peers how the music can affect the audience, demonstrating their comprehension using correct music vocabulary. ● Students will create short compositions using student choice of digital tools, percussive instruments, and/or found sounds. | <p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Students will get feedback from teacher by formative assessment. ● Direct observation ● Specific feedback ● One-on-one instruction ● Peer to peer coaching ● Student reflection |

Subject: General Music

Grade 8

Unit 2: Rock'n Roll and Pop Music

| Stage 1 Desired Results | | | |
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| ESTABLISHED GOALS | <i>Transfer</i> | | |
| Anchor Standard 7: Perceive and analyze artistic work | <p><i>Students will be able to independently use their learning to...</i></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>MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p> | | |
| | <i>Meaning</i> | | |
| CCSS.ELA-Literacy. Whst.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p>How does understanding the structure and context of music inform a response?</p> </td> </tr> </table> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>ESSENTIAL QUESTIONS</p> <p>How does understanding the structure and context of music inform a response?</p> |
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| | Acquisition | |
| | <p><i>Students will know...</i></p> <p>context, genres, cultures, historical periods, form, expressive intent, contrasting styles, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing), connections, purpose, structure, elements of music</p> | <p><i>Students will be skilled at...</i></p> <p>compare, interpret other's music, discuss, reflect, refine, select, choose, listen, identify</p> |

Stage 2 – Evidence

| Code | Evaluative Criteria | Assessment Evidence |
|-------------|---|--|
| Acquisition | <p>Listening for examples of varying styles of rock n' roll.</p> <p>Demonstration of understanding of elements of music found in different styles of rock n' roll.</p> <p>Explaining personal preference using intentional and musical rationale.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Unit test of listening examples and vocabulary</p> <p>Group project contrasting and comparing two different styles of rock n' roll music of the student's choice.</p> <p>Independent project, creating a playlist of rock music of the student's choice.</p> |
| Meaning | <p>Explaining personal choice, using music vocabulary correctly.</p> | <p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p> |

Stage 3 – Learning Plan

| Code | <i>Pre-Assessment</i> | |
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| Meaning | Teachers will check students prior knowledge with listening examples developed by general music teachers at the middle school. | |
| Acquisition Transfer Meaning | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● Teacher will connect the development and history of rock n’ roll to its relationship with American society. ● Students will be introduced to the various styles of rock n’ roll, famous musicians and/or bands that exemplify a specific style, and compare the musical elements of each style represented. These styles may include: 50’s, Blues based, British Invasion, Progression through the 60’s, British Invasion, Acid Rock, Hard Rock, Art Rock, Motown, Bubble Gum Rock, Grunge, Disco, Pop, cover, Punk, Folk Rock, Hip Hop, and Rap. ● With teacher guidance, students will discuss with their peers to analyze the musical elements and typical instrumentation of each style. ● Students will be able to identify (aurally) the era of a rock n’ roll song based on information learned throughout the rock n' roll unit of study. | <p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Students will get feedback from teacher by formative assessment ● Direct observation ● Specific feedback ● Rubric ● Listening journal |

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| | Essential resources: A high-quality sound system in the music room, along with a SMARTBoard. | |
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Subject: General Music

Grade 8

Unit 3: Guitar Performance

| Stage 1 Desired Results | | | | | |
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| <p>ESTABLISHED GOALS</p> | <p><i>Transfer</i></p> | | | | |
| <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> | <p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.1.8a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent</p> | | | | |
| <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>CCSS.ELA-Literacy. whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #e0e0e0;"><i>Meaning</i></th> </tr> </thead> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p>How do musicians improve the quality of their performance?</p> <p>How do musicians generate creative ideas?</p> </td> </tr> </tbody> </table> | <i>Meaning</i> | | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> | <p>ESSENTIAL QUESTIONS</p> <p>How do musicians improve the quality of their performance?</p> <p>How do musicians generate creative ideas?</p> |
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| Acquisition | | |
| | <p><i>Students will know...</i></p> <p>Notation, technical skill, interpretation, originality, rehearse, refine, improvement over time, emotional impact, rhythmic phrases, melodic phrases, harmonic phrases, form, expressive intent, contrasting styles, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing).</p> | <p><i>Students will be skilled at...</i></p> <p>Working collaboratively, reading and writing standard and/or iconic notation, generating musical ideas, performing on keyboard, interpreting other's music, discussing, reflecting, refining, applying feedback.</p> |

Stage 2 – Evidence

| Code | Evaluative Criteria | Assessment Evidence |
|-------------|---|---|
| Acquisition | <p>Performing a song on the guitar, proper hand technique, steady beat, note accuracy and rhythm accuracy.</p> <p>Composition using form, notation accuracy, and originality.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Accompanying a song with chords, evaluating their success against a collaboratively-developed rubric.</p> <p>Create and notate a song using personally generated musical ideas including a chord progression that follows the form of a pop song.</p> |
| Meaning | <p>Explaining personal choice, using music vocabulary correctly.</p> | <p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p> |

Stage 3 – Learning Plan

| Code | <i>Pre-Assessment</i> | |
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| Meaning | Teachers will check students prior knowledge with guitar and music literacy assessment developed by general music teachers at the middle school. | |
| Acquisition Transfer Meaning | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● Students will review and/or learn the fundamentals of music theory required to perform on the guitar. ● Students will demonstrate an understanding of various music symbols and standard musical notation. ● Teacher models how to evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance. ● Students practice newly acquired skills on a variety of performances, both live and recorded. ● Students discover and identify parts and open string note names of a guitar. ● Teacher demonstrates proper posture and hand positions for playing guitars. ● Teacher demonstrates the use of frets to create different chords. | <p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Students will get feedback from teacher by formative assessment ● Direct observation ● Specific feedback ● Rubric ● Listening journal |

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| | <ul style="list-style-type: none"> ● Teacher demonstrates chords as a function of tonality and musical form/progression. ● Teacher demonstrates a variety of chords, including but not limited to: C, G, D, A minor, F. ● Students practice identifying and performing chords. ● Teacher demonstrates how the order of the chords creates a form and function, or chord progression. ● Students experiment and practice with the newly learned techniques and receive feedback. ● Teacher provides strategies to use when practicing a piece to ready it for performance. ● Students rehearse a variety of songs and refine their performance. ● Teacher provides descriptive feedback to aid in their self-analysis. ● Students collaboratively develop rubric to be used for evaluating their individual performances. ● Students elect to perform for each other and coach each other. ● Teacher and students discuss how composers generate original ideas. ● Students brainstorm and then experiment with various creative inspirations for their compositions. ● Teachers will expect a wide range of skill levels in creativity, and allow | |
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| | <p>students to tailor their compositions accordingly.</p> <ul style="list-style-type: none">● Teacher demonstrates musical form and compositional techniques.● Student practice newly learned techniques and begin to create their compositions. <p>Essential resources: Guitar for each student, sound system, smartboard, music stand or desktop stand, tuners.</p> | |
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Subject: General Music

Grade 8

Unit 4: Modern Band

| Stage 1 Desired Results | | | | | |
|---|---|--|----------------------------|--|--|
| <p>ESTABLISHED GOALS</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>CCSS.ELA-Literacy. whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p> | <p><i>Transfer</i></p> | | | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Cr1.1.8 - Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>MU:Pr5.1.8 - Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform.</p> | | | | |
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| | Acquisition | |
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| | <p><i>Students will know...</i></p> <p>rhythmic, melodic, and harmonic phrases, form, expressive intent, contrasting styles, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing), connections, purpose, structure</p> | <p><i>Students will be skilled at...</i></p> <p>compare, interpret other's music, discuss, reflect, refine, generate, convey</p> |
| Stage 2 – Evidence | | |
| Code | Evaluative Criteria | Assessment Evidence |
| Acquisition | <p>Compose a song using instrument such as, but not limited to, keyboard, guitar, bass, drums, found instruments, and digital instruments.</p> <p>Record a polished song using elements such as pan, balance, effects (reverb, echo, delay, etc.), compression, etc.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Collaboratively create an original song using previously acquired instrument and skills.</p> <p>Record the song into GarageBand</p> |

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| Meaning | Explaining personal choice, using music vocabulary correctly. | <p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their composition and recording.</p> |
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| Stage 3 – Learning Plan | | |
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| Code | <i>Pre-Assessment</i> | |
| Meaning | Teachers will check students prior knowledge with listening examples and written reflections developed by general music teachers at the middle school. | |
| Acquisition Transfer Meaning | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● Teacher and students will discuss the fundamentals of chord structures ● Teacher will demonstrate the relationship between chords and keys ● Students will complete a chordal analysis of common popular music to understand form and structure ● Students will learn and perform simple popular song to reflect on various artistic decisions on an instrument of their choice | <p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Students will get feedback from teacher by formative assessment ● Direct observation ● Specific feedback ● Rubric ● Listening journal |

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| | <ul style="list-style-type: none"> ● Students will record the accompaniment in GarageBand ● Students will improvise new melody and/or lyrics over the same harmonic structure ● Teacher will demonstrate proper recording techniques ● Teacher and students will explore various elements of recording such as pan, balance, and effects ● Students will utilize such techniques to improve their recording ● Students will generate original material (chord structure, melody, lyrics) and compose a song using 4 instruments of choice ● Students will rehearse and refine their composition ● Students will record their composition into GarageBand using proper recording techniques ● Students will edit, refine, and polish their recording for publishing ● Students will listen and reflect on other student's compositions <p>Essential resources: iPads with GarageBand, guitars, keyboards, basses, a high-quality sound system in the music room, along with a SMARTBoard.</p> | |
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