

**YEAR AT A GLANCE:** Performance Ensembles - MIDDLE SCHOOL General Music - GRADE 8 (updated Dec 2022)

	<u>UNIT 1</u>	<u>UNIT 2</u>	<u>UNIT 3</u>	<u>UNIT 4</u>
<b>Title</b>	Digital Music and Film	Guitar	Keyboards	Drumming
<b>Unit Length</b>	5	5	5	5
<b>Performance Task</b>	<ul style="list-style-type: none"> <li>• Create music for a movie trailer</li> <li>• Screening of trailer for class.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn chords and <b>I, vi, IV, V7</b> progression.</li> <li>• Perform pop song of their choice for the class in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn basic piano skills.</li> <li>• Use keyboards to compose original advertisement/jingle/commercial.</li> </ul>	<ul style="list-style-type: none"> <li>• Will Schmid “World Drumming” curriculum.</li> <li>• Application of WS curriculum to pop music.</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>• 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication.</li> <li>• 4.1 Performers’ interest in</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>• 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>• 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>• 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication.</li> </ul>

	<p>and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> <li>● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>● 5.1 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.</li> <li>● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response</li> <li>● 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and</li> </ul>	<ul style="list-style-type: none"> <li>● 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>● 5.1 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.</li> <li>● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response</li> <li>● 7.1 Individuals' selection of musical works is influenced by their interests, experiences,</li> </ul>	<ul style="list-style-type: none"> <li>● 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>● 5.1 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.</li> <li>● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response</li> <li>● 7.1 Individuals' selection of musical works is influenced by their interests, experiences,</li> </ul>	<ul style="list-style-type: none"> <li>● 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>● 5.1 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.</li> <li>● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response</li> <li>● 7.1 Individuals' selection of musical works is influenced by their interests, experiences,</li> </ul>
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<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● Does music reflect culture or shape it?</li> <li>● What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>● Does the exposure to the art, music and dance have an affect on our unique world-view or perception?</li> <li>● How does one cultivate and realize their potential to express themselves through music?</li> <li>● How does participation in a performing ensemble prepare you for life outside of school?</li> <li>● Why/how is music literacy valuable?</li> <li>● What is the advantage of being musically literate?</li> <li>● What is the advantage of being able to interpret musical notation?</li> <li>● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?</li> <li>● How do musicians generate creative ideas?</li> </ul>	<ul style="list-style-type: none"> <li>● Does music reflect culture or shape it?</li> <li>● What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>● Does the exposure to the art, music and dance have an affect on our unique world-view or perception?</li> <li>● How does one cultivate and realize their potential to express themselves through music?</li> <li>● How does participation in a performing ensemble prepare you for life outside of school?</li> <li>● Why/how is music literacy valuable?</li> <li>● What is the advantage of being musically literate?</li> <li>● What is the advantage of being able to interpret musical notation?</li> <li>● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?</li> <li>● How do musicians generate creative ideas?</li> </ul>	<ul style="list-style-type: none"> <li>● Does music reflect culture or shape it?</li> <li>● What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>● Does the exposure to the art, music and dance have an affect on our unique world-view or perception?</li> <li>● How does one cultivate and realize their potential to express themselves through music?</li> <li>● How does participation in a performing ensemble prepare you for life outside of school?</li> <li>● Why/how is music literacy valuable?</li> <li>● What is the advantage of being musically literate?</li> <li>● What is the advantage of being able to interpret musical notation?</li> <li>● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?</li> <li>● How do musicians generate creative ideas?</li> </ul>	<ul style="list-style-type: none"> <li>● Does music reflect culture or shape it?</li> <li>● What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>● Does the exposure to the art, music and dance have an affect on our unique world-view or perception?</li> <li>● How does one cultivate and realize their potential to express themselves through music?</li> <li>● How does participation in a performing ensemble prepare you for life outside of school?</li> <li>● Why/how is music literacy valuable?</li> <li>● What is the advantage of being musically literate?</li> <li>● What is the advantage of being able to interpret musical notation?</li> <li>● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?</li> <li>● How do musicians generate creative ideas?</li> </ul>
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- How do musicians improve the quality of their creative work?
- How does sharing creative musical ideas demonstrate expressive intent?
- What personal purpose does sharing musical ideas serve?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
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- How do individuals choose music to experience?
- When is a performance ready to be presented/performed?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of the music influence a response (enjoyment, satisfaction, understanding)?
- How do we discern the musical creators' and performers' expressive intent?
- How does music deepen our understanding of ourselves, promote creative expressions and encourage productive collaboration?
- What inspires and informs the creative work of musicians?
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