

WILSON AREA SCHOOL DISTRICT PLANNED COURSE GUIDE

Title of planned course: 8th Grade Music

Subject Area: Music

Grade Level: 8th Grade

Course Description: This course builds upon previous intermediate school music courses and extends students' understanding through a focus on the transition of music throughout history. The course will transition from medieval and renaissance music to baroque, classical, romantic, nationalistic music, and concluding with modern music. Students will also be introduced to basic guitar techniques.

Time/Credit for this Course: 7 Weeks (36 Classes)

Curriculum Writing Committee: Nancy Moninghoff

PLANNED COURSE MATERIALS

Course Title: 8th Grade Music

Textbook: Making Music 8 (2008)

Supplemental Books: Music Alive Magazine, Hal Leonard Guitar Method- complete edition, Meet the Great Composers (Books one and two)

Teacher Resources:

- Internet
- Teacher Tube
- You Tube – Educational
- Videos
- Teacher Generated Materials
- Teacher Music Samples
- Teacher Acquired Materials

CURRICULUM MAP

Week 1: Introduction to 8th Grade Music
Covers and Overtures
Medieval and Renaissance Music

Week 2: Baroque Music

Week 3: Classical Music

Week 4: Romantic Music

Week 5: Music Nationalism and Modern Music

Week 6/7: Introduction to Guitar

Curriculum Scope & Sequence

Planned Course: 8th Grade Music

Unit: Introduction, Covers and Overtures

Time Frame: 3 Classes

State Standards: 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.E, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology
- Recognize the various covers of a song
- Identify an overture from a cover

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify covers and overtures

Extensions:

- Discover other covers to a specific song
- Analyze current music
- Identify overtures in other media

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- Centers
- You tube segments

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Student Chromebooks
- Teacher's Resources and music samples/videos

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test/video quizzes

Curriculum Scope & Sequence

Planned Course: 8th Grade Music

Unit: Medieval and Renaissance

Time Frame: 4 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from early Medieval to Renaissance
- Recognize names of early instruments and compare to their modern relatives
- Recognize the development of vocal and instrumental music
- Describe how historic changes affect music

Core Activities: Students will complete/participate in the following:

- Listen to musical examples of composers from the Medieval and Renaissance period (suggested composers: Guillaume de Machet, Hildegard of Bingen, Thomas Tallis, John Dunstable, Claudio Monteverdi)
- Analyze music using the board with music terminology
- Identify Medieval and Renaissance music by using student charts
- Watch and complete videos/quizzes on Medieval and Renaissance music and instruments

Extensions:

- Discover current uses of Medieval and Renaissance music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- Centers
- You tube segments
- Edpuzzle Videos/quizzes

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Student Chromebooks
- Teacher's Resources and music samples
- Videos

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit assessment/video assessment

Curriculum Scope & Sequence

Planned Course: 8th Grade Music

Unit: Baroque

Time Frame: 5 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from the Baroque period
- Recognize names and music of important composers such as Bach, Handel, Purcell, Scarlatti and Vivaldi

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology • Identify Baroque music by discussion
- Research and create a presentation on a period composer
- Watch Edpuzzle videos and complete quiz
- Identify current music performed in the Baroque style

Extensions:

- Discover current uses of Baroque music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- Centers
- You tube segments
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Student Chromebooks
- Teacher's Resources/Music

Assessment:

- Self assessment and peer assessment
- Video assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: 8th Grade Music

Unit: Classical

Time Frame: 5 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from the Classical period
- Recognize names and music of important composers such as Haydn, Mozart and Beethoven

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify Classical music by discussion
- Watch video and complete assessment
- Create a slide presentation by researching a period composer

Extensions:

- Discover current uses of Classical music in media
- Development of music through time
- Correlation of art and music during this time
- Describe how historic changes lead to composers independence

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- Centers
- You tube segments
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher resources/music
- Student Chromebooks
- You Tube

Assessment:

- Self assessment and peer assessment
- Video Assessments
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: 8th Grade Music

Unit: Romantic

Time Frame: 4 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from the Romantic period
- Recognize names and music of important composers such as Brahms, Schubert, Grieg, Bizet and Saint Saens

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology • Identify Romantic music by discussion
- Student created slide presentation on period composer
- Follow notation of “Der Erlking”
- Watch segments of “Carmen”

Extensions:

- Discover current uses of Romantic music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- Centers
- Video selections
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher Resources/Music
- Student Chromebooks
- You Tube

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- Video Assessment
- End of the unit test

Curriculum Scope & Sequence

Planned Course: 8th Grade Music

Unit: Music Nationalism and Modernism

Time Frame: 5 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from Music Nationalism and Modernism
- Recognize names and music of important composers such as Debussy, Wagner, Tchaikovsky, Copland, Bernstein, Stravinsky, Williams, Whitacre

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and video presentations with music terminology
- Identify music by using student discussion and video
- Student created slide presentation on a composer from the period

Extensions:

- Discover current uses of Music Nationalism and Modern music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- Centers
- You tube segments
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Student Chromebooks
- Teacher resources and music
- Instructional videos (suggested: EdPuzzle)
- You Tube

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: 8th Grade Music

Unit: Introduction to Guitar

Time Frame: 10 Classes

State Standards: 9.1.5-8 A, B, C, E, G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Identify the parts of a guitar
- Understand basic guitar vocabulary
- Tune a guitar using ear and technology
- Play basic guitar using chords
- Accompany a song using basic chords
- Identify and discuss different guitar genres

Core Activities: Students will complete/participate in the following:

- Identifying parts of a guitar
- Tuning a guitar
- Playing basic chords on guitar

Extensions:

- The history of the guitar through time
- The use of the guitar in different genres
- The development of the guitar through time

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Teacher Guided Demonstration
- Individual and Group Work both through direct instruction and center work
- Video selections

Materials and Resources:

- Guitars
- Book
- Teacher resources and music
- Instructional videos
- You Tube

Assessment:

- Self assessment and peer assessment
- Teacher Observation