

Planned Course of Study

Grade 8 General Music Curriculum



**NORTHWESTERN LEHIGH SCHOOL DISTRICT
6493 ROUTE 309
NEW TRIPOLI, PA 18066**

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2020

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INTRODUCTION

The Grade 8 General Music curriculum guide contains planned course formats for the Northwestern Lehigh School District. The content of this document describes the objectives, activities, assessments, content, time frame, and standard alignment that serve as a guide to the specific units of study offered in Music in Grade 8.

The Grade 8 General Music curriculum guide is the product of much diligent work on the part of the following staff members of the Task Force:

Scott Brown

James Lykins

This document reflects their efforts to establish a well-defined and organized approach to teaching Music in the Northwestern Lehigh School District.

Approved by Northwestern Lehigh School District Board of Education
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Fine Arts Department Mission Statement - encompassing ALL arts

- “Our mission is to actively engage students’ creativity by developing higher order thinking skills through a variety of unique experiences that will promote intrinsic value.”

Northwestern Lehigh Music Philosophy

- We believe every student must have access to a balanced, comprehensive, and sequential study in music.
- We believe that a complete K-12 music program encompasses general music instruction, vocal, and instrumental performance at all levels.
- We believe that by studying and experiencing music, students acquire communication and literacy skills that are meaningful and relatable.
- We believe that the music performance process is a means to express, collaborate, read, think critically, reflect, connect to culture and history, and build self-confidence.
- We believe that learning music provides students the opportunity to acquire essential skills for creative problem solving and life-long learning.

OVERVIEW:

The goal of the instructional objectives for Grade Eight General Music is to enable students to use critical thinking skills to gain an understanding of music. Students perform a variety of music literature and create music in a variety of ensembles. They increase their musical knowledge to become informed consumers and advocates of music. Through musical experiences, students make connections between the elements of music and other fields of knowledge. Students examine the cultural perspectives of music and the value of music in society.

GRADE 8 GENERAL MUSIC

Unit Topic	Music Theory / Literacy
Objectives:	- The student will identify melodic patterns, using specific interval names (e.g., third, fifth), when reading music. - The student will read and notate rhythmic patterns of increasing complexity, including syncopation and music written in duple and triple meters.
National Standards:	MU:Re7.2.8a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Performance
Objectives:	• The student will consistently demonstrate acceptable performance behaviors when performing a varied repertoire of music. • The student will sing or play music written in two or three parts on the treble and bass staves from a varied repertoire of music. • The student will use indicated dynamics, phrasing, and other elements of music when performing a varied repertoire of music. • The student will play a variety of pitched and non-pitched instruments to perform melodies and accompaniments written on the grand staff. • The student will perform rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests, using voice, body percussion, or instruments. • The student will play music of increasing difficulty in a variety of ensembles, using traditional and nontraditional instruments. • The student will perform rhythmic patterns that include syncopation in duple and triple meters, using voice, body percussion, and instruments.
National Standards:	MU:Pr4.2.8b; MU:Pr4.3.8a; MU:Pr6.1.8a; MU:Pr6.1.8b
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Creating Music
Objectives:	• The student will improvise sixteen-measure melodic and rhythmic phrases of increasing complexity, using a variety of sound sources. • The student will compose sixteen-measure melodies and rhythms of increasing complexity, using a variety of notational systems. • The student will use contemporary media and technology to create music.
National Standards:	MU:Cr1.1.8a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Music History and Cultural Context
Objectives:	Understanding Historical and Cultural Influences • The student will describe the cultures, musical styles, composers, and historical periods associated with the music literature being studied. • The student will compare and contrast musical periods and styles. • The student will investigate and summarize the history and development of recorded music, including the influence of social media. • The student will compare and contrast the functions of music in a variety of cultures. Making Connections • The student will describe how musicians, consumers of music, and music advocates impact the community. • The student will investigate and describe various professional music careers, focusing especially on those concerned with music education and therapy (e.g., private music teacher, classroom music educator, music critic/writer, music therapist). • The student will explain the relationship of music to the other fine arts and other fields of knowledge. • The student will explain ethical standards as applied to the use of social media and copyrighted materials. • The student will consistently demonstrate concert etiquette as an active listener or participant.
National Standards:	MU:Pr6.1.8b; MU:Re7.2.8b; MU:Cn10.0.8a; MU:Cn11.0.8a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Analysis, Evaluation, and Critique
Objectives:	• The student will explain the importance of cultural influences and historical context for the interpretation of works of music. • The student will analyze and interpret works of music, using inquiry skills and music terminology. • The student will formulate criteria to be used for evaluating works of music • The student will apply formulated criteria for critiquing musical performances of self and others.
National Standards:	MU:Re8.1.7a; MU:Re9.1.8a; MU:Cn11.0.8a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Aesthetics
Objectives:	• The student will analyze how time and place influence the characteristics that give meaning and value to a work of music. • The student will describe personal emotional and intellectual responses to works of music. • The student will analyze ways in which music can evoke emotion and be persuasive. • The student will explain the value of musical performance to society.
National Standards:	MU:Cr3.2.8a; MU:Pr4.1.8a; MU:Pr4.2.8c; MU:Re7.2.8b; MU:Re9.1.8a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	