General Music
Grade 8

Course Overview:
The 8th grade general music class is designed to develop students' music abilities, skills, artistic literacy and appreciation. Students participate in a variety of musical and creative experiences including: playing instruments (drums, guitar, piano, and ukulele), music technology (garage band and other music programs), music theory and history, world music and its role in various cultures, music careers, music production and industry, composing and listening.

Vocabulary:
Beat, Clef, Composer, Eighth note, Eighth rest, Form, Genre, Guitar, Half note, Half rest, Harmony, Keyboard, Key signature, Measure , Melody, Music industry, Quarter note, Quarter rest, Repeat, Rhythm, Staff, Technique, Time signature, Ukulele, Whole note, Whole rest.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.8.a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

- I can perform a musical idea using call and response on my instrument.
- I can compose a melody (4-8 measure) within a given key on my instrument.
- I can perform rhythmic variations of my own creation on a simple melody on my instrument.
- I can improvise and notate a 16 measure rhythm composition.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.8.a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

- I can create a rhythm or melody on more than one instrument used in our class.

MU:Cr2.1.8.b Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

- I can create an original melody of 4-8 measures, using notes from my clef.

- I can say the note names for my melody.
- I can speak the rhythm of my composition using a designated counting system or syllables.
- I can write a 4-8 measure melody and correctly notate it using standard notation.
- I can show and say what form I used in my composition.
- I can explain my choices of instruments/sounds in a composition using computers/music apps.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.8.a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

- I can identify the form and style of music that I compose or perform.
- I can demonstrate knowledge of rhythm and meter in music I compose.
- I can listen to and evaluate a variety of musical offerings.
- I can evaluate recordings, live music and videos of musical performances of different kinds of music and judge the quality regardless of my own personal tastes.

MU:Cr3.1.8.b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

- I can explain my choices of sounds/instruments in a piece of music I have composed.
- I can evaluate the quality and effectiveness of my own and other's performances and compositions by applying specific criteria.
- I can explain my choice of style/genre of my composition.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.8.a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

- I can identify weak and strong parts of my musical performances and compositions.
- I can perform my work for peers and my teacher.
- I can explain the mood and expressive intent for my composition.

- I can explain how the elements of music and instruments choices I have utilized in composing make the style and mood of my created music clear.

PERFORMING:
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.8.a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

- I can choose appropriate music for my skill level.
- I can choose music appropriate for an audience.
- I can describe the expressive qualities and mood of a piece of music.
- I can identify style, instrumentation and mood of two contrasting pieces of music.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.8.a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

- I can listen to a piece of music and describe what I hear (e.g. families of instruments, form, repetition, dynamics, etc.)

MU:Pr4.2.8.b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

- I can play and understand the steady beat in all the music I perform.
- I can understand differences in time signatures.
- I can recognize, understand, and play basic notation in treble and bass clef.
- I can use basic expression marks, such as loud (f) and quiet (p).
- I can identify high and low sounds and differentiate between different timbres I hear in musical recordings/performances.
- I can identify and understand different instruments and groups, such as orchestra, band, and choir.
- I can describe the difference between unison and harmony.
- I can identify AB, ABA, and theme and variation forms.
- I can identify what genre of music I am listening to.

- I can explain after listening to a piece of music how certain elements are utilized to achieve the style/sound.

MU:Pr4.2.8.c Identity how cultural and historical context inform performances and result in different musical effects.

- I can identify the role of music in various cultures in my own country, foreign countries and eras of history.
- I can identify the role of music in different eras of history.
- I can identify different styles of music that developed during certain eras in history.
- I can explain how different eras in music history helped encourage newer styles and genres.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.8.a 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 expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

- I can choose two pieces of music within my repertoire that demonstrate different styles or mood.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.8.a 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.

- I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4.
- I can demonstrate a steady beat when playing music on my instrument.
- I can demonstrate my knowledge of standard notation by playing what is written on my instrument.
- I can demonstrate my knowledge of standard notation by writing music for my instrument.
- I can sight read new music that matches my playing ability.
- I can demonstrate proper playing posture and technique for my instrument.
- I can demonstrate ability to play fast and slow.
- I can demonstrate ability to play with dynamic contrasts.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.8.a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

- I can perform music at an appropriate skill level with technical accuracy.
- I can perform music correctly and expressively according to its written notation.

MU:Pr6.1.8.b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style**.**

- I can demonstrate appropriate audience behavior.
- I can demonstrate appropriate performance etiquette.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.8.a 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.

- I can listen to various recordings of music and appropriately express its cultural function or purpose.
- I can chose music to listen to that reflects a certain culture or a personal interest.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.8.a Compare how the elements of music and expressive qualities relate to the structure within programs of music**.**

- I can explain why two pieces of music that I listen to are different or similar.

MU:Re7.2.8.b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

- I can explain that two different pieces of music that I listen to are from different musical eras and identify the era.
- I can say what instruments or sounds I hear in music of various styles and eras.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.8.a 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.

- I can choose appropriate music that I prefer to listen to and share it with the class.
- I can say why I chose music and know its genre.
- I can say why I chose music and understand its mood.
- I can explain the composer or performer's expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.8.a Apply appropriate personally-developed criteria to evaluate musical works or performances**.**

- I can give constructive comments to my peers regarding their performances.
- I can explain why a performance met criteria or why it did not.
- I can understand why the teacher chose the music being studied.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.8.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain the intended emotion or event portrayed in my musical compositions and performances.

- I can explain how musical elements in the music help evoke my mood or intention in the music.
- I can explain my own personal musical preferences including genre, instruments or sounds and eras of music.
- I can chose music that is appropriate to my skill level.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.8 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can describe a connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can list various jobs or careers in music, art, dance, and drama.
- I can describe the connection between music I hear or perform and experiences in my life.