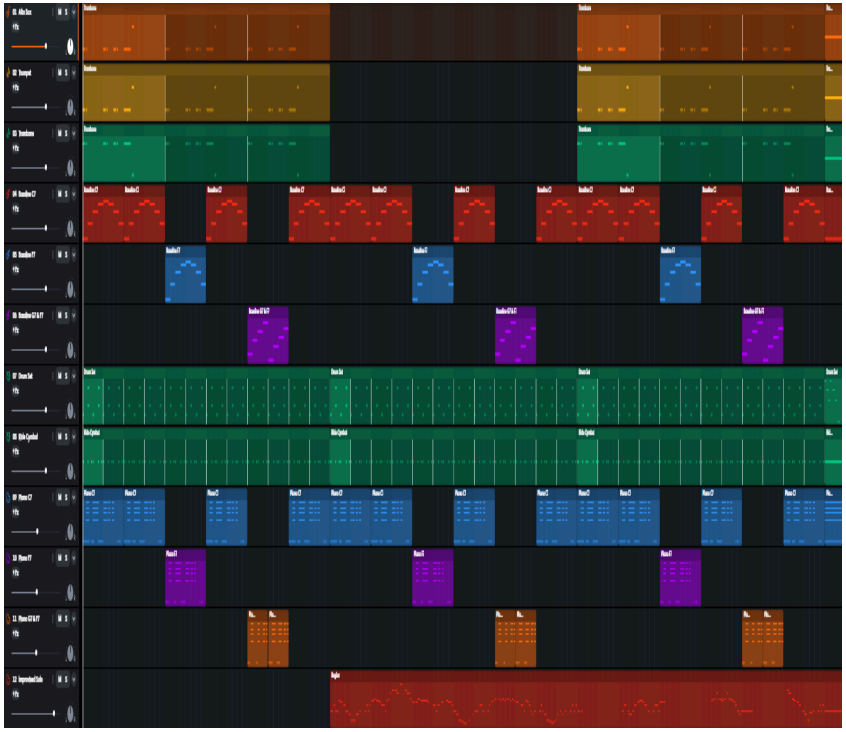
8th Grade Digital Music Curriculum (60 Days)



Grade Level(s): 8

Curriculum Author(s): Jamie Odell

Course Description: Students in digital music focus on beginner piano fundamentals, review of music literacy fundamentals including; note duration, treble/bass clef note reading, time signatures. Students also focus on music technology, creating projects that demonstrate music concepts including: simple songs, ostinato, theme and variations, rounds, partner songs, 12-bar blues, and music of movies, television, and video games, along with DJ Compositions.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Piano Basics and DAW Recording	"In what ways can performance and technology help us express musical ideas?"	Music is built on patterns of notes and rhythms that can be performed, recorded, and arranged using both instruments and technology.	TCC2(6-8); TCC3(6-8); TI2(6-8); TI4(6-8); AA1(6-8)
Theme and Variation	How can understanding musical notation help us create and perform music?	Musical ideas can be developed, transformed, and shared through an understanding of musical elements, structure, and technology.	TCC2(6-8); TCC3(6-8); TI2(6-8); TI4(6-8); AA1(6-8)
Music of Film, Television, and Gaming	How does music in film, television, and gaming enhance storytelling through performance, composition, and technology?	Music in visual media such as film, television, and gaming uses melody, harmony, and emotional expression to enhance storytelling, drawing on historical traditions, compositional techniques, and modern technology to create impactful audience experiences.	TCC2(6-8); TCC3(6-8); TI1(6-8); TI2(6-8); TI3(6-8); AA2(6-8); AA4(6-8)

Unit 1 - Piano Basics and DAW Recording

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

1. Students will develop fluency on the keyboard through proper technique and hand positioning**.**
   Aligned with: MU:Pr4.3 (Demonstrate understanding of musical concepts and structures when performing)
2. Students will identify and apply the layout of the keyboard, including chromatic notes, scales, and chords.
   Aligned with: MU:Cr2.1 (Organize and develop musical ideas and work)
3. Students will read and notate pitch on the treble clef staff, identifying line and space note names.
   Aligned with: NCAS MU:Pr4.2 (Demonstrate understanding of the structure and elements of music)
4. Students will read, perform, and create melodies using a variety of time signatures and rhythmic values.
   Aligned with: MU:Pr4.1 (Demonstrate and explain how the selection of music to perform is influenced by expressive intent and music literacy)
5. Students will compose and perform simple melodies using appropriate scales and rhythmic structure.
   Aligned with: MU:Cr1.1 (Generate and conceptualize artistic ideas and work)
6. Students will use a Digital Audio Workstation (DAW) to record, edit, and arrange their keyboard performances.
   Aligned with: MU:Cr3.1 (Evaluate and refine work) and MU:Pr6.1 (Convey meaning through the presentation of artistic work)*

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC4 (6–8):** *I can apply my learning to new experiences, determine if it works, and adjust in the future.*
- **TI2 (6–8):** *I can identify my objectives and apply the best resources to my learning.*
- **TI4 (6–8):** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*
- **AA2 (6–8):** *I can identify past successful strategies and apply them independently.*
- **AA4 (6–8):** *I can seek opportunities to learn more and continue to push my thinking.*

Understandings: Students will understand that...

- The piano keyboard uses white and black keys to visually organize the 12 chromatic notes.
- Notes are organized into scales and chords.
- These scales are used to create melodies.

Essential Questions:

- How is the piano keyboard organized?
- What is the correct hand position for each tonality on the keyboard?
- How are notes organized on the treble clef?

• Melodies are written in specific time signatures to organize the rhythm. • The notes on the treble clef lines are E,G,B,D,F from bottom to top. • The notes on the treble clef spaces are F,A,C,E from bottom to top. • DAW is used to record and arrange student performances.	• How are notes organized to create melodies? • How are rhythms counted in different time signatures? • How can a Digital Audio Workstation be used to capture, edit, and arrange student performance?
Students will know… 1. MU:Cr1.1.8a rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent 2. MU:Cr2.1.8b standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences 3. MU:Pr6.1.8a technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	**Students will be able to...** • Practice, perform, and record melodies and harmonic accompaniments in forms including strophic, aba, aaba, round, coda, etc. • Document their learning journey on piano by recording all rhythmic phrases, scales, melodies, harmonic sequences on their digital audio workstation (DAW). • Evaluate their recordings using criteria shared by the teacher and developed by themselves. • Sight-read rhythms, melodies, and harmonies in bass and treble clef. • Develop criteria to determine when they believe their piece is ready to be performed/recorded. • Perform their piece with the correct rhythm and notes while demonstrating attention to expression and cultural authenticity.

Key Vocabulary:

Staff	*Hand Position*	*Treble Clef*
Ledger Lines	*Fingering(s)*	*Rhythm*
Notes	*Time Signature*	*Melody*
Keyboard	*Scale*	*Repertoire*
Keys	*Chord*	*Genre*
Minor	*Roman Numerals*	*Digital Audio Workstation (DAW)*
Penta Scale	*Major*	*Musical Instrument Digital Interface (MIDI)*

Assessment Evidence	
Performance Tasks: • Perform examples of classroom repertoire ***TCC4; TI4*** • Recording examples of classroom repertoire in BandLab ***TCC4****:;* ***AA4; TI4***	**Other Evidence:** • Scale Check-ins(C Maj & Amin, C pentatonic) ***TI4; AA4*** • C Major Scale ***TI4; AA4*** • Chord Check-ins (I, IV, V in C Major) ***TI4; AA4***

Learning Plan

- Introduction to Digital Audio Workstation (DAW) – currently edu.BandLab.com
  - ***TI2:*** *I can identify my objectives and apply the best resources to my learning.*
- Keyboard Layout
  - ***AA2:*** *I can identify past successful strategies and apply them independently.*
- Hand Position & Finger Numbers
  - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*
- Sight Reading in 2/4, 3/4, 4/4 Time Signature
  - ***TCC4:*** *I can apply my learning to new experiences, determine if it works, and adjust in the future.*
- C Penta Scale (both hands, test on preferred hand)
  - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*
  - ***AA4:*** *I can seek opportunities to learn more and continue to push my thinking.*
- C Major Scale
  - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*
  - ***AA4:*** *I can seek opportunities to learn more and continue to push my thinking.*
- A Natural Minor Scale
  - ***AA4:*** *I can seek opportunities to learn more and continue to push my thinking.*
  - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*
- 3–4–5 Note Song
  - ***TCC4****: I can apply my learning to new experiences, determine if it works, and adjust in the future.*
  - ***AA4:*** *I can seek opportunities to learn more and continue to push my thinking.*
  - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*
- Treble Clef Note Reading
  - ***TI2:*** *I can identify my objectives and apply the best resources to my learning.*

Teacher Resources: *Keyboarding Slides; Repertoire for Keyboarding Unit; Lesson by Lesson Slideshow; Musictheory.net*

Unit 2 - Theme and Variation

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

1. Students will demonstrate the ability to craft and present original musical ideas that show unity and variety, tension and release, and expressive intent.
   Aligned with: MU:Cr3.2.8a (Present final version of personal composition using compositional techniques)
2. Students will perform and reflect on contrasting musical works, interpreting expressive qualities and explaining their musical decisions.
   Aligned with: MU:Pr4.3.8a (Perform contrasting pieces, explaining expressive intent)
3. Students will explore and perform music from diverse historical and cultural contexts, identifying how these contexts influence musical style and interpretation.
   Aligned with: MU:Pr4.2.8c (Identify how cultural/historical context informs performance)
4. Students will compare musical works from different periods and cultures, examining how time and place shape musical expression.
   Aligned with: MU:Re7.2.8b (Identify and compare the context of programs of music)
5. Students will develop and apply personal criteria to evaluate their own compositions and performances.
   Aligned with: MU:Re9.1.8a (Apply criteria to evaluate music and performance)
6. Students will connect music to other subjects and real-world experiences, drawing links through performance, composition, and discussion of context.
   Aligned with: MU:Cn11.0.8a (Demonstrate relationships between music, other disciplines, and daily life)

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TCC2: (6-8) *"I can evaluate data gathered from multiple perspectives and draw conclusions."*
- TCC3: (6-8) "*I can combine new information with my own ideas to generate solutions."*
- TI2: (6-8) *"I can identify my objectives and apply the best resources to my learning."*
- TI4 (6-8) *"I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed."*
- AA1 (6-8) *"I can implement different pathways to success and recognize the pros and cons of each."*

Understandings: Students will understand that…	**Essential Questions:**
• A theme is a melodic idea. • A variation changes that idea using different musical elements. • These musical elements can include; melody, harmony, rhythm, articulation, dynamics, orchestrations, tessitura, time signature, key signature, modality, etc. • Notes are organized into scales and chords. • These scales are used to create melodies including theme and variations. • The notes on the treble clef lines are E,G,B,D,F from bottom to top. • The notes on the treble clef spaces are F,A,C,E from bottom to top. • A DAW is used to record and arrange student performances.	• What is Theme & Variations? • What are some musical examples of Theme & Variations? • How can it be played rhythmically? • How can it be played melodically? • How can articulation, dynamics, orchestration, tessitura, tempo, modality, etc affect a variation? • What is the correct hand position for each tonality on the keyboard? • How are notes organized on the treble clef? • How can a Digital Audio Workstation be used to capture, edit, and arrange student performance?
Students will know…	**Students will be able to...**
• MU:Pr4.2.8c how cultural and historical context inform performance and results in different musical effects. • MU:Pr4.3.8a 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). • MU:Re7.2.8b the context of programs of music from a variety of genres, cultures, and historical periods. • MU:Cn11.0.8a relationships between music and the other arts, other disciplines, varied contexts, and daily life.	• MU:Cr3.2.8a 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 • play a variety of repertoire ranging in historical context from folk songs, classical as well as the blues. • perform contrasting pieces and share their reasoning for making musical choices. • compare the historical context of pieces throughout music history. • consider their own criteria when evaluating their own recordings. • make connections between music and other disciplines through historical context, listening examples and performing pieces of music from varied backgrounds.

Key Vocabulary:

Theme
Variation
Form
Treble Clef
Staff
Ledger Lines
Notes
Keyboard
Penta scale
Keys
Hand Position
Fingering(s)
Time Signature
Scale
Chord
Major
Minor
Rhythm
Melody
Articulation
Dynamics
Orchestration
Tessitura
Key Signature
Tempo
Modality
Repertoire
Modality
Repertoire
Genre
Digital Audio Workstation (DAW)
Musical Instrument Digital Interface (MIDI)
Quantize
Metronome
Beats Per Minute (BPM)

Assessment Evidence

Performance Tasks:

Identify musical form TCC2

Identifying themes in recorded music TCC2:

Perform and Original Theme TCC3

D Major Chord Check (I, IV, V) TI4

Practice/Perform D major scale and I, IV, V chord AA1:

Other Evidence:

MusicTheory.net- Treble clef note identification and keyboard note identification TI2:

D Pentatonic Scale Check-in TI4

B Natural Minor Scale Check-in TI4

Learning Plan

- MusicTheory.net – Treble clef note identification and keyboard note identification
  - ***TI2:*** *I can identify my objectives and apply the best resources to my learning.*
- Identify musical form
  - ***TCC2:*** *I can evaluate data gathered from multiple perspectives and draw conclusions.*
- Identifying themes in recorded music

    - ***TCC2:*** *I can evaluate data gathered from multiple perspectives and draw conclusions.*
- Perform theme
    - AA1: I can implement different pathways to success and recognize the pros and cons of each.
- Practice D major scale and I, IV, V chord
    - TI4: I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.
- Practice/Perform D Penta scale
    - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed*
    - ***AA1****: I can implement different pathways to success and recognize the pros and cons of each.*
- Practice/Perform D major scale and I, IV, V chord
    - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed*
    - ***AA1:*** *I can implement different pathways to success and recognize the pros and cons of each.*
- Practice rhythmic variations
    - ***TCC3:*** *I can combine new information with my own ideas to generate solutions.*\
- Practice B natural minor
    - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*Perform rhythmic variation
    - AA1: I can implement different pathways to success and recognize the pros and cons of each.
- Perform/Record B natural minor scale
    - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*Perform rhythmic variation
    - ***AA1:*** *I can implement different pathways to success and recognize the pros and cons of each.*
- Record melodic variation
    - ***AA1:*** *I can implement different pathways to success and recognize the pros and cons of each.*
    - ***TI4:*** *I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.*Perform rhythmic variation
- Record variations based on articulation, dynamics, orchestration, tessitura, tempo, modality, etc.
    - ***AA1:*** *I can implement different pathways to success and recognize the pros and cons of each.*
    - ***TCC3:*** *I can combine new information with my own ideas to generate solutions.*

Teacher Resources: Lesson by Lesson Slideshow; Theme and Variation Quiz; Region 14 performance rubric; Musictheory.net

Unit 3 - Exploring Music of Film, Television, and Gaming

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

1. Students will explore the role of music in visual media and identify how it supports storytelling, mood, and emotional tone.
   MU:Re7.2.8b – Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
2. Students will identify key composers and musical themes from the history of film, television, and gaming.
   MU:Cn11.0.8a – Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
3. Students will compose original music for visual media using digital tools and musical elements that convey emotion and enhance storytelling.
   MU:Cr1.1.8a – Generate and conceptualize artistic ideas and work.
4. Students will organize and refine their musical ideas using appropriate compositional techniques, such as melody, harmony, dynamics, and form.
   MU:Cr2.1.8a – Organize and develop artistic ideas and work.
5. Students will evaluate and revise their compositions based on feedback and personal reflection to enhance expressive intent.
   MU:Cr3.1.8a – Evaluate and refine work.
6. Students will use a Digital Audio Workstation (DAW) to record, edit, and arrange music that synchronizes with visual media.
   MU:Pr6.1.8a – Convey meaning through the presentation of artistic work.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(6–8)**: "*I can evaluate data gathered from multiple perspectives and draw conclusions."*
- **TCC3(6–8)**: "*I can combine new information with my own ideas to generate solutions."*
- **TI1(6–8)**:" *I can create a plan with manageable steps to reach my goals."*
- **TI2(6–8)**: "*I can identify my objectives and apply the best resources to my learning."*.
- **TI3(6–8)**:" *I can compose specific questions that are relevant to a task to support my learning."*
- **AA2(6–8)**:" *I can identify past successful strategies and apply them independently"*

- **AA4(6–8)**:" *I can seek opportunities to learn more and continue to push my thinking."*

Understandings: Students will understand that… . ● Music plays a major role in film, television, and gaming. ● Many composers have made their living writing music for film, television, and gaming ● Music in visual media is rich in history dating back to silent film. ● Music in film, television, and gaming helps progress the story through emotional affect. ● Notes are organized into scales and chords. ● These scales are used to create melodies. ● DAW is used to record and arrange student performances.	**Essential Questions:** ● What role does music play in film, television, and gaming? ● Name some composers of film, television, and gaming. ● What are some famous themes from film, television and gaming? ● How does music convey emotion in film, television, and gaming? ● What is the correct hand position for each tonality on the keyboard? ● How are notes organized on the treble and bass clef? ● How can a Digital Audio Workstation be used to capture, edit, and arrange student performance?
Students will know… ● MU:Cr2.1.8b standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences ● MU:Cr3.1.8a appropriate application of compositional techniques, style, form, and use of sound sources. ● MU:Cr3.1.8b the rationale for refining works by explaining the choices, based on evaluation criteria. ● MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each ● MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation ● MU:Pr4.3.8a 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,	**Students will be able to…** ● practice, perform, and record these melodies and harmonic accompaniments with dynamics, articulation, etc to convey expressive intent. ● evaluate their recordings using criteria shared by the teacher and developed by themselves. ● make musical decisions in their recordings that others dislike. However, if the student can justify their decisions, the students' musical decisions are equally valid. ● Share their final version of student work is shared with the teacher (and oftentimes with the class) to demonstrate understanding of musical elements. ● play a variety of repertoire ranging in historical context from folk songs, classical as well as the blues. ● perform contrasting pieces and share their reasoning for making musical choices. ● compare the historical context of pieces throughout music history.

articulation/style, and phrasing).. • MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances. • MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	• consider their own criteria when evaluating their own recordings. • make connections between music and other disciplines through historical context, listening examples and performing pieces of music from varied backgrounds.

Key Vocabulary:

Media	Notes	Chord	Melody
Score	Keyboard	Major	Key Signature
Soundtrack	Keys	Minor	Tempo
Treble Clef	Hand Position	Penta scale	Repertoire
Bass Clef	Fingering(s)	Rhythm	Genre
Staff	Time Signature	Swing Rhythm	Digital Audio Workstation (DAW)
Ledger Lines	Scale		
Grand Staff			

Assessment Evidence

Performance Tasks: Music by popular film composers TCC2*;* TI3; AA4 Gaming Music Knowledge Check TCC2; TI3*;* AA4 2 Minute Original Film, TV, Gaming Composition*TCC3*	**Other Evidence:** MusicTheory.net – Treble and bass clef note identification and keyboard note identification (*TI2): .* B-flat Penta Scale Quiz *AA2* B-flat Chord Check-in *TI1* G Minor Scale Quiz *AA2*

Learning Plan

- Assess treble & bass clef note reading
  - *AA2: I can identify past successful strategies and apply them independently.*

- Introduce music of visual media (Slideshow)
    - *TI2: I can identify my objectives and apply the best resources to my learning.*
- Introduce B-flat penta scale
    - *TI1: I can create a plan with manageable steps to reach my goals.*
- Assess B-flat penta scale
    - *AA2: I can identify past successful strategies and apply them independently.*
- Introduce B-flat major scale and I, IV, V chords
    - *TI1: I can create a plan with manageable steps to reach my goals.*
- Discuss popular film composers with listening, video, and sheet music examples
    - *TCC2: I can evaluate data gathered from multiple perspectives and draw conclusions.*
- Assess treble & bass clef note reading (again)
    - *AA2: I can identify past successful strategies and apply them independently.*
- Assess B-flat major scale and I, IV, V chords
    - *AA2: I can identify past successful strategies and apply them independently.*
- Introduce popular television composers with listening, video, and sheet music examples
    - *TCC2: I can evaluate data gathered from multiple perspectives and draw conclusions.*
- Review treble & bass clef note reading
    - *AA2: I can identify past successful strategies and apply them independently.*
- Discuss popular gaming composers with listening, video, and sheet music examples
    - *TCC2: I can evaluate data gathered from multiple perspectives and draw conclusions.*
- Assess G natural minor scale
    - *AA2: I can identify past successful strategies and apply them independently.*
- Repertoire selection from television or gaming (provided or researched)
    - *TI3: I can compose specific questions that are relevant to a task to support my learning.*
- Original TV, Film, or Game 2-minute composition
    - *TCC3: I can combine new information with my own ideas to generate solutions.*

Teacher Resources:
Lesson by Lesson Slideshow
Region 14 performance rubric
2 Minute Original Film, TV, Gaming Composition