

Mount Pleasant Central School District

8th Grade Chorus, Performing Arts



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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
General/Sight Reading	Year Long	<p><u>Review:</u></p> <ul style="list-style-type: none"> - Standard Notation for sight reading pitches - Dynamics in sight reading - Time Signatures (4/4 and 3/4) - Key Signature (C, F, G) - 16th Notes, Half/ Whole Rests <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> - Time Signatures (4/4, 3/4) - Bass Clef - Dynamics and 	<ul style="list-style-type: none"> - Time Signature - Repeats & DS/DC/CODA/FINE - Bass Clef - Permutation - Tension & Resolution - Composition 	<ul style="list-style-type: none"> - MU: CR1.1.E.HSI - generate melodic, rhythmic and timbral ideas for contrasting phrases - MU: CR3.2.E.HSI - share created contrasting phrases, individually or as an ensemble. - MU:Pr4.2.E.HSI - Use standard notation and aural skills to identify how the form and structural aspects of a piece affect and 	<ul style="list-style-type: none"> - Audiating arpeggios from Gordon Patterns (Do Mi Sol, Do Fa La, Ti Re Fa Sol). - Accurately singing permutations of Do Mi Sol in sight reading - Students can identify and perform a greater range of dynamics in sight reading (pp, p, mp, mf, f, ff) - Students can decipher a 2 part sight 	<ul style="list-style-type: none"> - Sight reading standard notation - Audiating arpeggios and important skips and jumps - Identifying and correctly performing permutations of Do Mi Sol - Sight singing in 2 parts - Sight reading musical details. 	<ul style="list-style-type: none"> - Students' participation and understanding of new general music and sight reading concepts is factored into weekly grades.

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		expression in sight reading - Repeats - Permutations of Do, Mi, Sol - 2 Part Sight Reading - Composing sight readings		inform its performance. - MU:Pr5.1.E.HSI - Use teacher and student feedback to develop strategies that address expressive challenges to refine performances. - MU:Pr6.1.E.HSI - Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised	reading and be responsible for reading and performing their part at the same as the other group learns and performs theirs. - Students can read all of their sight reading content without the support of accompanying solfege syllables below standard notation.		

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				performances of varied repertoire.			
Performance	Year Long	<p><u>Review:</u></p> <ul style="list-style-type: none"> - Learn/perform 3 part music - Continue to develop range, dynamics, high level rehearsal and performance techniques - Tone - Balance <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> - Complex 3 part 	<ul style="list-style-type: none"> - 3 part music - tension and resolution - repeat, coda, del coda, del segno, fine - blend - color - tall/spread vowels - open/closed vowels 	<ul style="list-style-type: none"> - MU:Pr4.1.E.HSI - Select varied repertoire to study (from teacher- or student-provided options) based on music literacy, an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. - MU:Pr4.2.E.HSI - Use standard notation and aural skills to identify how the form and structural 	<ul style="list-style-type: none"> - Students can maintain complex harmonies like clusters and tension - Students have expanded ranges - students understand the concept of blend and can adjust tone production to sing an appropriate color 	<ul style="list-style-type: none"> - students understand the process of learning complex music - students have an understanding of a variety of vocal colors, tones and methods of blending - students have experience singing a 	<ul style="list-style-type: none"> - Students' participation and understanding of new repertoire and performance techniques is factored into weekly grades. - dress rehearsals are graded as tests where students are assessed on their understanding of the

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		music - Maintaining close harmonies/tension and resolution - Expanding range - Expanding pitch dynamic range - Blend - Expanding languages and musical origins		aspects of a piece affect and inform its performance. - MU:Pr4.3.E.HSI - Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances. - MU:Pr5.1.E.HSI - (a.) Use teacher and student feedback to develop strategies that address expressive challenges to refine performances. (b.) Identify the need for aural and visual cues. - MU:Pr6.1.E.HSI -		variety of musical styles and origins and can make connections between music and the context from which it comes.	concert repertoire, rehearsal techniques and performance etiquette - The seasonal concerts are higher weighted tests similar to a "midterm" or "final" where students are assessed on concert repertoire, performance techniques and etiquette.

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				Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of varied repertoire.			
Connection/ Interpretation	Year Long	<ul style="list-style-type: none"> - Connection to thoroughly contextualized music (cultural, historical, societal). - Expressing/communicating music - interpretation - connecting musical concepts and meaning in the music - Analyzation of form, compositional 	<ul style="list-style-type: none"> - Analyzation - Form - Structure - Message, Meaning, Purpose - Origin - Language - Culture - Tradition - Connection - Communication - Tone - Song Map, Song 	<ul style="list-style-type: none"> - MU:Re7.1.E.HSI - Apply criteria for selecting music (from teacher- or student-provided options) for specific purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. 	<ul style="list-style-type: none"> - Students can discuss music and their repertoire in a variety of contexts including origins, meanings, musical content, difficulty, function, etc. and including interpretive, personal connections to music and its origins as opposed to factual, subjective knowledge. 	<ul style="list-style-type: none"> - Musical Context - Communicating Music - Discussing Music and Repertoire - Music Appreciation - Fostering Curiosity and Open Mindedness - Analyzing music and repertoire - Interpreting music and repertoire 	<ul style="list-style-type: none"> - Students' ability to reflect, analyze, interpret and discuss music and their repertoire appropriately is factored into weekly grades. Students complete written reflections on these concepts before/after

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		techniques and their relation to the bigger musical context	Arch - Exposition, Rising, Climax, Falling, Resolution - Composer/ Composition & Arranger/ Arrangement	- MU: Re7.2.E.HSI - Explain how the analysis of passages and understanding the way that the elements of music are manipulated inform the response to music. - MU: RE8.1.E.HSI - explain and support the interpretations of the expressive intent and meanings of musical works, citing as evidence the treatment of the elements of music,	- Students develop an appreciation for and connection to music and the contexts in which music is made including cultures, time periods, backgrounds, languages, traditions, etc. - Students identify, develop, discuss, appreciate and value aesthetic and expressive qualities and their importance/ significance .		performances

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				contexts and (when appropriate) setting of the text.			
Music Explorations	Spring	<ul style="list-style-type: none"> - Exploration of the origins and evolution of modern music including pop, hip-hop and rap. - Look at and listen to various appropriate styles, techniques, landmark musicians and eras. - Learn, discuss, understand and appreciate cultural/societal roots and origins of modern 	<ul style="list-style-type: none"> - Hip-Hop - DJ (Disc Jokey) - MC (Master of Ceremonies) - Records/ Turntables - Scratching - Break - Lyrics - Tradition - Form - Spoken Word - Rap - Sample - Cutting/ Chopping/ Splicing 	<ul style="list-style-type: none"> - MU:Cn10.1.E.HSI - Reflect on past and current musical interests, people, and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore. - MU:Cn11.1.E.HSI - (a.) Describe the role of music in significant social and historical events. (b.) Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical 	<ul style="list-style-type: none"> - Music Appreciation - Music History - Connecting and Responding to music - Understanding how to listen to modern music deeply. - Developing an understanding of different modern musical eras, styles and important musicians. 	<ul style="list-style-type: none"> - Modern musical styles, even contrasting ones, are all closely related via shared musical traditions and roots. - Modern music is highly expressive and can teach us about different times, places, cultures, people, etc. - Modern music is highly collaborative due to technology and 	<ul style="list-style-type: none"> - Students are graded on their ability to participate in listening exercises, discussions and review sessions based on material taught in class. - Students will be graded on their ability to create an originally produced piece of music according to specific guidelines based on key musical

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		music styles. - Explore how modern music and music production works and produce original music.	- Fade, Loop - Old School, New School - Modern - Collaboration/ Feature - Beat - Music Production/ producer - DAW (digital audio workstation) - SFX (sound effects)	work. (c.) Identify and describe the contributions of community organizations that promote music. - MU: RE8.1.E.HSI - explain and support the interpretations of the expressive intent and meanings of musical works, citing as evidence the treatment of the elements of music, contexts and (when appropriate) setting of the text. - MU: CR2.1.E.HSI -		wide reaching musical styles and influence. - Modern music is global.	concepts from unit.

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				(a). Select from and develop previous ideas to create contrasting phrases. (b.) Preserve drafts of creative work through standard notation and recording technology.			