Grade 8 Visual & Performing Arts  
Music 8

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.

2CE Discuss how current developments in music reflect society in reference to the local community and larger world.

4CE Identify components of larger music works (e.g., symphony, mass, concerto).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Form**

* characteristics

**Performance Observation**

* elements of music

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* historical periods and contexts (history)

Skills

1. Examine contemporary music styles.
2. Describe distinctive characteristics in music.
3. Discuss how music reflects society.
4. Identify components of larger music works.
5. Demonstrate independence.
6. Build knowledge of music.
7. Respond to demands of audience, task, purpose, and discipline.
8. Value evidence.
9. Understand different cultures and perspectives.
10. Engage in collaborative discussions.
11. Demonstrate command of written and spoken English.

Essential Questions

1. How is music a symbolic system of communication?
2. How do composers use organization to create cohesive musical expression?
3. How do current developments in music reflect changes in society?

Standards Vocabulary

1. examine
2. discuss
3. characteristic

Additional Vocabulary

1. contemporary
2. symphony
3. mass
4. concerto

Stage 2: Assessment Evidence

Music Listening (Contemporary)

Formative: Listening Task

Teacher assesses student accuracy of completing the worksheet and accurately identifying the contemporary characteristics.

Music and Society

Diagnostic: Class Discussion

Teacher assesses student responses in class discussion regarding the relationship between the developments in music and its reflection in society.

Large Work Components Project

Summative: Project

Teacher assesses student accuracy of identifying the components of larger works and exemplary composers that have composed in that style.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Guided and Shared/Lecture: Music Listening (Contemporary). Students are provided a worksheet and are guided through the worksheet by the teacher. As the students listen to the piece (i.e., "Petrushka" by Stravinsky, "Fanfare for the Common Man" by Copland, etc.), the teacher stops at exemplary moments to identify characteristics and concepts as the class completes each category.
2. Discussion: Music and Society. Students are polled to establish if the class majority is exposed to recorded or live music on a daily basis. The results can be graphed. The result should lead into a discussion about the expectations of society regarding recorded music (i.e., auto-tune, post-processing, digital copies, etc.) and how that affects live music performance expectations.
3. Cooperative Learning Group: Large Work Components Project. Students are divided into groups and given a larger work style (i.e., symphony, mass, concerto, etc.). Students research the components of the larger work style and two exemplary composers that have composed works in that style. Students create posters identifying their findings and present them to the class.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*Meet the Great Composers Book 1 (Learning Link)* by June Montgomery and Maurice Hinson

*Meet the Great Composers, Book 2 (Learning Link)* by Maurice Hinson and June C. Montgomery  
*Stories of the Great Composers (Book CD) (Learning Link)* by June Montgomery and Maurice Hinson  
*Antonio Vivaldi and the Baroque Tradition (Classical Composers)* by Donna Getzinger and Daniel Felsenfeld

Resources

* Dallas Symphony Orchestra Listening Examples (<http://www.dsokids.com/listen/by-composer.aspx>)

Grade 8 Visual & Performing Arts  
Music 8

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.

2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.

3PR Improvise, compose and arrange music.

5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

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7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

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9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* technical accuracy
* expression
* tone quality

Skills

1. Perform music.
2. Perform accurately.
3. Improvise music.
4. Compose music.
5. Arrange music.
6. Read rhythmic and melodic patterns.
7. Write rhythmic and melodic patterns.
8. Perform rhythmic and melodic patterns.
9. Demonstrate independence.
10. Build knowledge of music.
11. Respond to demands of audience, task, purpose, and discipline.
12. Value evidence.
13. Understand different cultures and perspectives.

Essential Questions

1. In what ways are arranging, composing, and improvising different?
2. How can the use of technology enhance personal musical experiences?
3. How can the cues of the conductor influence the performance of a piece?

Standards Vocabulary

1. collaborate
2. compose
3. arrange

Additional Vocabulary

1. genre
2. technical accuracy
3. range
4. tone quality
5. dotted rhythms

Stage 2: Assessment Evidence

Psalm Composition

Summative: Music Comprehension

Teacher assesses students' final composition.

"American Idol" Competition

Formative: Peer Assessment

Students assess the use of musical elements in their peers' performances.

Multicultural Medleys

Formative: Aural Assessment

Teacher guides students in the creation of multicultural medleys. Teacher then assesses the appropriate vocal quality of the students' performances.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrating: Psalm Composition. Students choose a psalm and create an arrangement of the setting on MuseScore.
2. Demonstrating/Role-playing: "American Idol." Students participate as individuals or small groups in an "American Idol" style competition, where they perform with expression, technical accuracy and good posture and tone quality. Their peers then "judge" their use of these musical elements in the performances.
3. Cooperative Learning Groups: Multicultural Medleys. In groups, students use known folk songs (i.e., English, African, Mexican, etc.) to create multicultural vocal medleys. Students then perform their medleys with appropriate tone quality.

Resources

* MuseScore (<http://musescore.org>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

*He Is My Shepherd: The 23rd Psalm for Children* by Helen Haidle

Resources

* DSO Kids (<http://www.dsokids.com/listen/by-composer/.aspx>)

Grade 8 Visual & Performing Arts  
Music 8

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.

3RE Compare and contrast selected composers and their works.

7RE Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Performance Observation**

* performance critique
* elements of music

**Cross-Curricular Connections**

* self-expression (visual art, dance, drama)
* self-expression (language arts)
* various cultures (social studies)
* connecting concepts (other disciplines)
* performance critique (language arts)
* composers (history)
* careers (social studies)

Skills

1. Compare and contrast music.
2. Compare and contrast composers and their music.
3. Describe roles of musicians and careers related to music in various art disciplines.
4. Demonstrate independence.
5. Build knowledge of music.
6. Respond to demands of audience, task, purpose, and discipline.
7. Comprehend music.
8. Critique music.
9. Value evidence.
10. Engage in collaborative discussions.
11. Demonstrate command of written and spoken English.
12. Conduct short research projects.
13. Gather relevant information from multiple sources.
14. Adapt speech to a variety of contexts and tasks.

Essential Questions

1. How does one judge the quality of a performance?
2. How do the form and style of a piece influence the audiences response?
3. How is music incorporated into everyday life, including our Catholic faith?
4. How does music both reflect and shape history and culture, especially in the Catholic faith?
5. How does music interrelate with other arts and disciplines?

Standards Vocabulary

1. compare
2. contrast

Stage 2: Assessment Evidence

Composer Project

Summative: Project

Teacher assesses accuracy of student posters and presentations of information regarding composer similarities and differences.

Roles in Music and the Arts

Summative: Research Project

Teacher accurately assesses role identification, description, and pairings between music roles and other art forms.

Music Pieces

Formative: Listening Task

Teacher assesses accuracy of worksheet that compares and contrasts two music pieces in each element of music category.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Jigsaw: Composer Project. Students are divided into small groups, and each student is given a different composer's name. Students research characteristics of the composer's work, period within which the composer lived, and biographical information of the composer. Students compile information and create a poster highlighting similarities and differences of each composer.
2. Writing to Inform: Roles in Music and the Arts. Students are given a worksheet with a variety of roles in music and in other art forms (i.e., music/drama: composer/author, musician/actor, conductor/director, etc.). Students are required to identify, describe, and pair the roles in music to the roles in the other art forms.
3. Compare and Contrast: Music Pieces. Students are provided a worksheet with a chart for comparing and contrasting two music pieces in each element of music category. As students listen to music (i.e., "Moten Swing" by Count Basie and "Moonlight Serenade" by Glen Miller), they complete the chart.

Resources

* YouTube: "Moten Swing" by Count Basie (<https://www.youtube.com/watch?v=88bZ8fbS3bk>)

Resources

1. **iPad Resources**
2. **Literature Connections**

*The World Of Count Basie (Da Capo Paperback)* by Stanley Dance  
*Count Basie (Black Americans of Achievement)* by Bud Kliment  
*Glenn Miller His Orchestra (Da Capo Paperback)* by George T. Simon  
*Chattanooga Choo Choo: The Life and Times of the World Famous Glenn Miller Orchestra* by Richard Grudens

Resources

* Dallas Symphony Orchestra Composer Resource (<http://www.dsokids.com/listen/by-composer.aspx>)

Grade 8 Visual & Performing Arts  
Music 8

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.

2CE Discuss how current developments in music reflect society in reference to the local community and larger world.

3CE Identify intervals and concert pitches in major and natural minor scales.

4CE Identify components of larger music works (e.g., symphony, mass, concerto).

5CE Identify and describe non-performing careers in music.

6CE Describe ways that technology and the media arts are used to create perform and listen to music.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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Content

**Pitch**

* intervals
* concert pitches

**Form**

* characteristics

**Performance Observation**

* elements of music

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* historical periods and contexts (history)
* careers (social studies)
* technology

Skills

1. Examine contemporary music styles.
2. Describe distinctive characteristics.
3. Discuss how music reflects society.
4. Identify components of larger music works.
5. Identify intervals.
6. Identify concert pitches.
7. Identify non-performing careers.
8. Describe non-performing careers.
9. Describe use of technology in music.
10. Demonstrate independence.
11. Build knowledge of music.
12. Respond to demands of audience, task, purpose, and discipline.
13. Value evidence.
14. Use technology.
15. Understand different cultures and perspectives.
16. Engage in collaborative discussions.
17. Demonstrate command of written and spoken English.

Essential Questions

1. How is music a symbolic system of communication?
2. How do composers use organization to create cohesive musical expression?

Standards Vocabulary

1. examine
2. discuss
3. characteristic

Additional Vocabulary

1. contemporary
2. symphony
3. mass
4. concerto
5. interval
6. concert pitch
7. natural minor

Stage 2: Assessment Evidence

Technology and Music

Diagnostic: Class Work

Teacher assesses accuracy of students' responses regarding technology use in creating and listening to music.

Music Career Project

Summative: Research Project

Teacher assesses student accuracy at identifying and describing non-performing music careers through student presentations.

Interval and Scale Identification

Formative: Interactive Media

Teacher assesses student accuracy of identifying intervals and major scale pitches.

Stage 3: Learning Plan

Learning Experiences

1. Think, Pair, Share: Technology and Music. Students are shown a music performance that used technology and media arts in its creation (i.e., virtual choir: Eric Whitacre; TEDTalk: Eric Whitacre, or YouTube orchestra). Students describe all the technological components that were necessary to create the performance.
2. Interview: Music Career Project. Students choose a non-performing music career (teacher approved) and research the job description, salary, education, and training. (See Links for Careers in Music.) Students are paired and interview each other using teacher provided interview questions. Students then present their partner's career to the class.
3. Drill and Practice: Interval and Scale Identification. Using interactive quizzes online (i.e., see links for Music Tech Teacher: Major Scales, Intervals, Half Step Hoedown, etc.), students identify intervals and concert pitches in major and minor scales.

Resources

* YouTube: Eric Whitacre Orchestra (<https://www.youtube.com/watch?v=9O0CvYOelDw>)

Resources

1. **iPad Resources**
2. **Literature Connections**

*Career Ideas for Kids Who Like Music and Dance* by Diane Lindsey Reeves and Lindsey Clasen  
*Music Lovers (Cool Careers Without College)* by Kerry Hinton

Resources

* Dallas Symphony Orchestra Resources (<http://www.dsokids.com/>)

Grade 8 Visual & Performing Arts  
Music 8

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.

2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.

3PR Improvise, compose and arrange music.

4PR Demonstrate the common beat patterns used by conductors.

5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).

7PR Demonstrate and use technology and media arts to create, perform and research music.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

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Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* technical accuracy
* expression
* tone quality
* conducting patterns

**Cross-Curricular Connections**

* technology

Skills

1. Perform music.
2. Perform accurately.
3. Improvise music.
4. Compose music.
5. Arrange music.
6. Read rhythmic and melodic patterns.
7. Write rhythmic and melodic patterns.
8. Perform rhythmic and melodic patterns.
9. Demonstrate conducting patterns.
10. Perform major scales.
11. Demonstrate the use of technology.
12. Demonstrate independence.
13. Build knowledge.
14. Respond to demands of audience, task, purpose, and discipline.
15. Value evidence.
16. Use technology.
17. Understand perspectives.

Essential Questions

1. In what ways are arranging, composing, and improvising different?
2. How can the use of technology enhance personal musical experiences?
3. How can the cues of the conductor influence the performance of a piece?

Standards Vocabulary

1. collaborate
2. compose
3. arrange
4. perform

Additional Vocabulary

1. genre
2. technical accuracy
3. range
4. tone quality
5. dotted rhythms
6. beat pattern
7. concert pitch

Stage 2: Assessment Evidence

Major Scales

Formative: Music Comprehension

Teacher guides students in notation of major scales. Teacher then assesses students' performance of said scales on keyboard instruments.

Conducting Patterns

Formative: Observation

Teacher guides students through the common conducting patterns. Teacher then assesses students as they conduct their peers.

Music Video

Summative: Technology Project

Teacher assesses students' final project.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice/Demonstration: Major Scales. Students notate major scales with music notation software (i.e., Finale or MuseScore) using whole and half step pattern, then perform them on keyboard instruments.
2. Drill and Practice/Role Playing: Conducting Patterns. Students review conducting patterns, then take turns conducting class as they sing known patriotic songs (i.e., "This Land Is Your Land" or "Stars and Stripes Forever*"* for 2/4; "Star-Spangled Banner*"* or "America*"* for 3/4 meter; "America, the Beautiful*"* or "The Battle Hymn of the Republic" for 4/4).
3. Reflection: Music Video. Students select a religious song and create a music video that reflects their lives as faith-centered individuals. Final projects will be shared with the class.

Resources

* Finale Music Notation Software (<http://www.finalemusic.com>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

Resources

* Patriotic Songs (<http://www.usa-flag-site.org/songs.shtml>)

Grade 8 Visual & Performing Arts  
Music 8

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.

2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.

3RE Compare and contrast selected composers and their works.

4RE Express how music performance and settings affect audience response.

5RE Apply criteria based on elements of music to support personal preferences for specific musical works.

6RE Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.

7RE Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.

Catholic Identity

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Catholic Social Justice Teachings

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4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Performance Observation**

* performance critique
* elements of music

**Cross-Curricular Connections**

* self-expression (visual art, dance, drama)
* self-expression (language arts)
* various cultures (social studies)
* connecting concepts (other disciplines)
* performance critique (language arts)
* composers (history)
* careers (social studies)

Skills

1. Compare and contrast music.
2. Compare and contrast composers and their music.
3. Describe roles of musicians and careers related to music in various art disciplines.
4. Apply criteria to evaluate music.
5. Express how music affects audience response.
6. Apply criteria to support personal music preference.
7. Compare and contrast the commonalities in various arts disciplines.
8. Demonstrate independence.
9. Build knowledge of music.
10. Respond to demands of audience, task, purpose, and discipline.
11. Comprehend music.
12. Critique music.
13. Value evidence.
14. Engage in collaborative discussions.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How does one judge the quality of a performance?
2. How do the form and style of a piece influence the audiences response?
3. How is music incorporated into everyday life, including our Catholic faith?
4. How does music both reflect and shape history and culture, especially in the Catholic faith?
5. How does music interrelate with other arts and disciplines?

Standards Vocabulary

1. compare
2. contrast
3. apply criteria
4. express

Additional Vocabulary

*Continue to apply and develop vocabulary.*

Stage 2: Assessment Evidence

Compare and Contrast Music Pieces

Summative: Listening Task

Teacher assesses accuracy of worksheet that compares and contrasts two music pieces in each element of music category.

Audience Response Skits

Formative: Dramatization

Teacher assesses the accuracy of the students' depictions of audience responses in selected performance settings.

Music and Visual Art

Summative: Writing Assignment

Teacher accurately assesses definitions of common music and visual art terms. Teacher accurately assesses student descriptions of similarities and differences.

Form

Summative: Comparative Study

After the learning experience on form, students photograph or sketch a building or create a piece of art that demonstrates one of the forms taught, and they match it with a known musical selection of the same form. Students can identify strophic, binary, and ternary forms in musical selections, architectural structures, and visual art. Teacher assesses accuracy of match.

Stage 3: Learning Plan

Learning Experiences

1. Peer Partner Learning: Compare and Contrast Music Pieces. Students are paired and given two different pieces of music. On a provided worksheet students complete categories as they listen to the music. Partners then verbally compare and contrast their findings, using the information to support their preference for one of the two pieces of music.
2. Role-Playing: Audience Response Skits. Students are divided into groups and given a performance setting. Students discuss appropriate and inappropriate audience responses in the selected venue and create a skit to demonstrate both types of audience responses.
3. Writing to Inform: Music and Visual Art. Students are given a worksheet with a variety of terms that apply to music and visual art (i.e., contrast, arrangement, accent, color, composition, dissonance). Students are required to define each term comparing and contrasting the meanings between music and art.
4. Problem Solving: Form. Teacher identifies form in music, architecture, and visual arts. Teacher teaches or reviews selections that demonstrate simple musical forms. Teacher discusses the concepts of repetition and contrast and teaches the names for the patterns of repetition and contrast (strophic or verse, AA; binary, AB; ternary, ABA). Teacher shows pictures of famous structures that replicate those forms (United States Capitol, Washington: ternary; Sydney Opera House: strophic; UN Headquarters, NYC: binary). Teacher shows photographs or prints of art that illustrate these forms. Students identify songs with similar forms.

Resources

1. **iPad Resources**
2. **Literature Connections**

*13 Buildings Children Should Know* by Annette Roeder  
*Great Buildings* by DK Publishing  
*Time: Great Buildings of the World: The World's Most Influential, Inspiring and Astonishing Structures* by Editors of Time Magazine

Resources

* Terminology: Connecting Concepts of Art and Music (<http://www.incredibleart.org/files/art-music.htm>)