

8th Grade
General Music

25. Know the language of the arts

25A. Understand and demonstrate knowledge of the sensory elements, organizational principles, and expressive qualities of the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Replicate the beat and rhythms of a given musical example.	1a. While the class plays "The Ghost of Tom", clap (1) the beat of the music and then clap (2) the rhythm. 1b. Listen to a well known song and tap your foot to the beat and clap the rhythm of the melody. 1c Individually, in small groups, and as a class clap and count rhythms from lessons 4-16. 1d Individually, in small groups, and as a class play and count rhythms from lessons 4-16 on hand drums and using drumsticks and drum pads.	1. Teacher observation 1c, d. Written evaluation of performance
Focal Point: Melody		
2. Identify intervals in an aural example.	2. Listen to a series of intervals between two notes played on the guitar. Write the intervals as they are heard.	2. Teacher observation 2. Written evaluation/Quiz
Focal Point: Form		
3. Analyze the form of a simple musical example.	3a. Describe the musical form of "Drunken Sailor". 3b. Compare and contrast the two musical forms above.	3. Teacher observations 3. Evaluation of written work
Focal Point: Expressive Qualities		
4. Describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology.	4. Complete a daily journal observation while listening to a variety of songs and use appropriate terminology.	4. Teacher observation 4. Class discussion
5. Critique the appropriate use of organizational and sensory elements to create a mood, emotion, or idea in music of their own and that of others.	5. Listen to Eric Whitacre's "Godzilla Eats Las Vegas" and discuss the effectiveness of his use of organizational and sensory elements.	5. Classroom discussion
Focal Point: Harmony		
6. Identify between major and minor tonalities	6. Listen to a series of musical examples and	6. Class discussion

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in an aural musical example.	write the tonality as they are heard.	6. Teacher observation 6. Quiz
Focal Point: Texture		
7. Describe the texture and harmony of a given aural example.	7. After playing "The Ghost of Tom" from page 9 and the one from page 16, discuss how the texture and harmony are different in each piece.	7. Class discussion

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25. Know the language of the arts

25B. Understand the similarities, distinctions, and connections in and among the arts.

Objectives	Sample Activities	Assessment
Focal Point: Form		
1. Select works from each art form that share similar theme/subject and justify selection.	1a. Create a poster that compares and contrasts a piece of music from the text book to another work of art. Explain the reason for the selection in an aural presentation to the class. 1b. Review Minimalist art, architecture, and music and compare and contrast the works.	1a. Written evaluation of poster and presentation 1b. Class discussion
Focal Point: Expressive Qualities		
2. Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (ie. Elements, principles, expressive ideas; tools, processes, technologies; creative processes)	2. Listen to a collection of Bob Marley music. Choose one song and compare and contrast it to "Reggae Feet". Explain in detail how the artistic components are similar.	2. Written evaluation Teacher observation

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26. Through creating and performing, understand how works of art are produced.

26 A. Understand processes, traditional tools, and modern technologies used in the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Use standard notation to record one's own and other's musical ideas.	1. Write simple rhythm patterns using standard rhythmic notation.	1. Written evaluation Teacher observation
2. Play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expressions.	2. Play songs from the "Explore It!" guitar method book while counting the rhythms out loud.	2. Teacher observation Evaluation of Performance
3. Sight-read simple rhythms.	3. Sight-read the rhythms on page 17 of the text. Count the rhythms as you play them.	3. Teacher observation
Focal Point: Melody		
4. Play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expressions.	4. Play songs from the "Explore It!" guitar method book.	4. Teacher observation Written evaluation of the performance Peer evaluation Self-evaluation
5. Sight-read simple melodies.	5. Sight-read the rhythms on page 17 of the text. Say the note names as you play them.	5. Teacher observation
Focal Point: Expressive Qualities		
6. Play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expressions.	6. Play songs from the "Explore It!" guitar method book with the correct dynamics and other expressive qualities.	6. Teacher observation Written evaluation of the performance Peer evaluation Self-evaluation
7. Critique the effectiveness (e.g. style, interpretation, instrumentation) of a performer.	7. Listen to other students in the class play songs from the "Explore It!" guitar method book and complete a peer evaluation sheet of the performance.	7. Peer evaluation
Focal Points: Instrumental Techniques		
8. Describe basic sound production theory (electronic and acoustic).	8. Describe how sound is produced on both the acoustic and electric guitars. Compare and contrast the methods.	8. Class discussion
9. Demonstrate basic instrumental production techniques (posture, hand position, strumming and plucking technique)	9a. Play songs from the "Explore It!" guitar method book using proper playing technique. 9b. Create a written lesson plan and then	9a. Teacher observation 9b. Teacher observation Classroom discussion

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	teach a mock first lesson to another student in the room focusing on the basics of playing a guitar (posture, holding, hand position...)	Written evaluation of student lesson plans.
10. Demonstrate or describe efficient practice rehearsal procedures.	10a. Write step-by-step procedures for at home practicing. 10b Using the written procedures, practice "The Ghost of Tom" and evaluate the effectiveness of the procedures.	10a. Evaluation of written work 10b. Teacher observation
11. Demonstrate or describe cooperative interaction in ensemble performance.	11. Play "Hey, Ho, Nobody's Home" as a four part round and discuss the necessary elements to make it a successful performance.	11. Classroom discussion Teacher observation

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26. Through creating and performing, understand how works of art are produced.

26 B. Apply skills and knowledge necessary to create and perform in one or more of the arts

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Improvise simple rhythmic patterns to basic chord progressions.	1. Using the chord progression on page 13, improvise simple rhythmic patterns. Use these rhythmic patterns to accompany others while they play "Hey, Ho, Nobody's Home".	1. Teacher observation
2. Perform simple melodies that have a difficulty level of 2 on a level of 1-6, on pitch, in rhythm, with appropriate timbre; with a steady tempo, with good technique; and with expression appropriate for the work being performed.	2. Perform "Mix 'Em Up Again, Sam" on page 17 and "In the Middle of the Sea" on page 23 on pitch, in rhythm, with appropriate expression.	2. Teacher observation Self-evaluation Peer-evaluation
Focal Point: Melody		
3. Improvise rhythmic and melodic variations on given melodies.	3. Improvise rhythmic and melodic melodies to familiar children's tunes.	3. Teacher observation Self-evaluation Peer-evaluation

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27. Understand the role of the arts in civilizations past and present.

27 A. Analyze how the arts function in history, society, and everyday life.

Objectives	Sample Activities	Assessment
Focal Points: History/Culture		
1. Compare and contrast the function of the arts in two similar types of ceremonies (e.g. parades-Thanksgiving Day Parade and Mardi Gras; Opening Ceremony-Super Bowl and World Series)	1a. Watch the Brazil clip from the video, "Pulse", and a clip from the Olympics opening ceremony and compare and contrast the way music is used in the various ceremonies and in different cultures. 1b. Create a poster that shows two different ceremonies and the ways in which music is used in each ceremony. Students describe the posters to the class.	1a. Class discussion 1b. Written evaluation Class discussion
2. Explain the way the various arts are used to persuade and promote ideas in advertising.	2a. Homework assignment: View ten minutes of TV commercials at home. Write observations about how music is used to promote products or ideas. 2b. Design a commercial and describe the music that is needed to promote the idea and why that music is used.	2. Teacher observation Written evaluation of homework and project
3. Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners)	3. After studying the creation of modern and contemporary music, create a poster to illustrate the various occupations that are necessary to produce the new styles of music.	3. Written evaluation Class discussion
4. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments, entertainment, historical record, jobs).	4. Watch clips from "Pulse", "Stomp Out Loud", "Blue Man Group", "Riverdance", "White Christmas", and a symphony orchestra concert. Discuss how each style functions in the environment in which it is found.	4. Class discussion Teacher observations

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General Music

27. Understand the role of the arts in civilizations past and present.

27 B. Understand how the arts shape and reflect history, society, and everyday life.

Objectives	Sample Activities	Assessment
Focal Points: History/Culture		
1. Determine the reasons why certain artists or works of art reflect culture.	1a. Watch clips from "Pulse" and "Riverdance" and listen to Aaron Copland's, "Lincoln Portrait", and analyze how each example reflects a different culture. 1b. Write a brief essay on why one performers or composers above reflects a specific culture.	1a. Class discussion 1b. Written evaluation of students' written work.
2. Connect artists or their works with the trends and/or influences they create(d).	2. Examine the musical works of Philip Glass and Steve Reich. Compare and contrast the musical works with literary, architectural, and visual arts of the minimalist movement.	2. Class discussion
3. Analyze how the works of a particular artist (e.g. playwright, composer, choreographer) shape or reflect a given time period or event.	3. Listen to the works of John Cage. Write a brief description of American ideals during the 1950-1970's. In groups, describe how Cage's musical styles and innovations reflect the ideals of the time. On a poster, write words that reflect both the times and John Cage's music.	3. Class discussion Written evaluation of poster Student presentation and explanation of poster
4. Classify selected works of art by style, periods, or cultures.	4a. As a class, listen to a variety of musical styles found in modern and contemporary music. Discuss what characteristics identify each style of music. 4b Listen to a variety of modern and contemporary music. Write down a brief description of the music and predict its style, period, and from which culture it came. Justify the prediction.	4a. Class discussion Teacher observation 4b. Written evaluation of student work
5. Trace how artistic styles have changed in response to cultural, historical, and technological events.	5. In student journals, brainstorm how music has evolved in the 20 th century. Describe what inventions and advancements have led to the development of new musical styles.	5. Class discussion Teacher observation of student journals