

8th Grade General Music Pacing Guide

This guide was created with the understanding that musical skills and concepts are to be addressed throughout the nine-week period. The specific proficiencies introduced each week are cumulative and should continue to be addressed in subsequent weeks.

Standards	1.0 Singing	2.0 Playing	3.0 Improvising	4.0 Composing	5.0 Reading and Notating	6.0 Listening and Analyzing	7.0 Evaluating	8.0 Interdisciplinary Connections	9.0 Historical and Cultural Relationships
Week One	Alone and in an ensemble using correct rhythm and pitch SPI 1.1.3, SPI 1.2.3				Sing/play notated examples including symbols of musical expression SPI 5.1.3			Describe the correlation between music and two or more other academic disciplines SPI 8.2.3	
Week Two		Alone and in an ensemble using correct technique SPI 2.1.3, SPI 2.2.3	Non-notated melody, vocally or instrumentally SPI 3.1.3	Explore traditional and/or non-traditional sound sources SPI 4.1.3					
Week Three						Compare and contrast music examples of diverse genres and/or cultures SPI 6.1.3			Describe the music of one or more world cultures following teacher-provided guidelines SPI 9.3.3
Week Four	Alone and in an ensemble using dynamics and phrasing SPI 1.1.3, SPI 1.2.3			Individually create a short original composition SPI 4.1.3			Develop criteria for evaluating the quality and effectiveness of music compositions SPI 7.1.3		
Week Five		Alone and within an ensemble using accurate rhythm and pitch SPI 2.1.3, SPI 2.2.3	Variation SPI 3.2.3		Notate rhythmic and melodic music examples applying symbols of musical expression and using standard notation SPI 5.2.3				Describe the characteristics of a selected genre, time period, or culture SPI 9.1.3
Week Six	Alone and in an ensemble with expressive qualities appropriate to selected genre SPI 1.1.3, SPI 1.2.3					Analyze aural examples in terms of rhythm, melody, form, tone color/timbre SPI 6.2.3		Compare and contrast characteristics of art disciplines within a particular historical period or style SPI 8.1.3	
Week Seven		Alone and within an ensemble using expressive qualities SPI 2.1.3, SPI 2.2.3	Simple, melodic accompaniment SPI 3.3.3						Report (written or oral) the sources and development of American music genres and correlate well-known composers or performers associated with those genres SPI 9.2.3
Week Eight				Individually create a simple arrangement of a familiar song SPI 4.2.3			Develop and use a criteria for evaluating the quality and effectiveness of music performances SPI 7.2.3		
Week Nine						Compare and contrast music examples using appropriate music vocabulary SPI 6.3.3		Describe how music technology has impacted industry SPI 8.3.3	

8th Grade General Music

Overarching Essential Questions

1.0 **Singing: *Students will sing, alone and with others, a varied repertoire of music.***

- Can the student sing a simple melody, alone and with others, using proper pitch, rhythm, dynamics, and phrasing?
- What skills are necessary for a successful vocal performance, alone and in an ensemble?
- Can the student demonstrate the skills necessary for a successful vocal performance, alone and in an ensemble?

2.0 **Playing: *Students will perform on instruments, alone and with others, a varied repertoire of music.***

- Can the student perform on an instrument, alone and with others, using correct technique, rhythm, pitch, and expressive qualities?
- What skills are necessary for a successful instrumental performance, alone and in an ensemble?
- Can the student demonstrate the skills/techniques necessary for a successful instrumental performance, alone and in an ensemble?

3.0 **Improvising: *Students will improvise melodies, variations, and accompaniments.***

- Can the student improvise a melody, variation, and accompaniment?
- What are the different ways that you can improvise?

4.0 **Composing: *Students will compose and arrange music within specified guidelines.***

- Can the student create his/her own original composition and create a short arrangement of a familiar song?

5.0 **Reading and Notating: *Students will read and notate music.***

- Can the student sing or play a notated musical example?
- Can the student notate examples of rhythm and melody, applying expressive symbols?

6.0 **Listening and Analyzing: *Students will listen to, analyze, and describe music.***

- Can the student compare and contrast musical examples of diverse genres and/or cultures using appropriate music vocabulary?
- Can the student identify tone color/timbre, form, rhythm, and/or melody of a teacher-selected music example?

7.0 **Evaluating: *Students will evaluate music and music performances.***

- What are the criteria for evaluating quality music composition and performance?
- Can the student design and apply criteria for evaluating the quality and effectiveness of music compositions and performances?

8.0 **Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.***

- What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?

9.0 **Historical and Cultural Relationships: *Students will understand music in relation to history and culture.***

- What is the relationship between music and world cultures?
- What are the characteristics of music genres and styles within their historical and cultural settings?
- Can the student communicate the sources and evolution of American music genres and their associated well-known musicians?

8th Grade General Music Vocabulary List

Week One: A cappella, Articulation, Diction, Dynamics, Elements of Music, Expression, Meter, Standard Notation, Symbols of Musical Expression, Time Signature, Vocal Production

Week Two: Body Percussion, Classroom Instruments, Embouchure, Found Sounds, Improvise, Technique, Tempo, Phrase

Week Three: Form, Genre, Style, Style Periods

Week Four: Compose, Ensemble, Ostinato, Performance Medium, Unison

Week Five: Intervals, Key Signature, Musical Periods, Scale, Staff, Variation

Week Six: Aurally, Timbre, Tone

Week Seven: Accompaniment, Texture

Week Eight: Arrange, Technical Accuracy

Week Nine: MIDI

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

1.0 Singing: *Students will sing alone and with others, a varied repertoire of music.*

5.0 Reading and Notating: *Students will read and notate music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Course Level Expectations (CLE):

1.1 Demonstrate the ability to sing alone selected musical examples.

1.2 Demonstrate the ability to sing in an ensemble selected musical examples.

5.1 Demonstrate skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.

8.2 Explain the relationship between music and another academic discipline (i.e., science, language, math, history).

Essential Questions:

1.0 Singing: *Can the student sing a simple melody, alone and with others, using proper pitch, rhythm, dynamics, and phrasing?*

What skills are necessary for a successful vocal performance, alone and in an ensemble?

5.0 Reading and Notating: *Can the student sing or play a notated musical example?*

8.0 Interdisciplinary Connections: *What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

A cappella, Articulation, Diction, Dynamics, Elements of Music, Expression, Meter, Standard Notation, Symbols of Musical Expression, Time Signature, Vocal Production

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.1 Sing a simple melody using proper pitch, rhythm, dynamics, and phrasing.</p> <p>1.2 Sing, in an ensemble, a melody using proper pitch, rhythm, dynamics, and phrasing.</p> <p>5.1 Demonstrate use of</p> <ul style="list-style-type: none"> - Note and rest values (whole to sixteenth) - Lines and spaces of the treble clef staff - Dynamic markings from pianissimo to fortissimo - Duple and triple meter - Directional symbols (e.g., repeat signs, endings, codas) - Notation - Lines and spaces of the bass staff - Dynamic markings <p>Sing or play notated musical examples.</p> <p>8.2 Explain the relationship between music and another academic discipline (i.e., science, language, math, history).</p>	<p>1.1.3 Sing, alone, a familiar song using correct rhythm, pitch, dynamics, and phrasing appropriate to a selected genre.</p> <p>1.2.3 Sing a selected vocal part, within an ensemble, using correct rhythm, pitch, and expressive qualities.</p> <p>5.1.3 Sing or play notated music examples including symbols of musical expression.</p> <p>8.2.3 Describe the correlation between music and two or more other academic disciplines.</p>	<ul style="list-style-type: none"> - Pre-test reading and notating, the correlation between music and two or more other academic disciplines - Share the Music! - Alfred Essentials of Music Theory: Complete - Sing on Sight! - Essential Musicianship: Essential Elements for Choir - www.flocabulary.com - VH1 Save the Music (Music Education advocacy) www.vh1savethemusic.com - Notation: www.musictechteacher.com - www.voicedoctor.net/media/video/index.html - www.classicsforkids.com/teachers/training/handsigns.asp - www.flashmusicgames.com - www.musescore.org - www.theteacherwebsite.com - www.menc.org - www.edhelper.com - www.havefunteaching.com/worksheets/graphic-organizers - www.badwolfpress.com - www.kidsciencechallenge.com/#/ic - http://artsedge.kennedy-center.org - www.craftymusicteachers.com 	<ul style="list-style-type: none"> - Science (<i>Pitch</i>) - Math (<i>Note/rest values</i>) - All core curriculum subjects: relationship to music - Social Studies (<i>Familiar song i.e., regional folk song</i>) - Language Arts/Reading (<i>Correlating music and two or more other academic disciplines</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf
 2.0 Playing: *Students will perform on instruments, alone and with others, a varied repertoire of music.*
 3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*
 4.0 Composing: *Students will compose and arrange music within specified guidelines.*

Course Level Expectations (CLE):
 2.1 Demonstrate the ability to perform appropriate instrumental musical examples alone.
 2.2 Demonstrate the ability to perform an appropriate instrumental part in an ensemble.
 3.1 Improvise a melody.
 4.1 Compose simple pieces of music.

Essential Questions:
 2.0 Playing: *Can the student perform on an instrument, alone and with others, using correct technique, rhythm, pitch and expressive qualities?
 What skills are necessary for a successful instrumental performance, alone and in an ensemble?*
 3.0 Improvising: *Can the student improvise a melody, variation, and accompaniment?
 What are the different ways that you can improvise?*
 4.0 Composing: *Can the student create his/her own original composition and create a short arrangement of a familiar song?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf
 Body Percussion, Classroom Instruments, Embouchure, Found Sounds, Improvise, Phrase, Technique, Tempo

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.1 Play an instrument using correct technique, rhythm, pitch, and expressive qualities.</p> <p>2.2 Play an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.</p> <p>3.1 Improvise a four-measure melody using teacher-specified guidelines.</p> <p>4.1 Use traditional and/or non-traditional sound sources to create a short original composition.</p>	<p>2.1.3 Perform, alone, on an instrument using correct technique, rhythm, pitch, and expressive qualities.</p> <p>2.2.3 Perform on an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.</p> <p>3.1.3 Improvise a non-notated melody within specified guidelines.</p> <p>4.1.3 Create, individually, a short original composition using a variety of traditional and non-traditional sound sources.</p>	<ul style="list-style-type: none"> - Pre-test technique, improvising, rhythm - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.music8.com - Notation: www.musictechteacher.com - Introductory site to Improvisation www.lovemusiclovedance.com/improvise_music_01.htm - Tour of the Musical Instrument Museum www.themim.org - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com - www.soundtree.com/music-educatrion/lesson-plans - www.jamstudio.com/studio/index.htm - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Math (<i>Note values</i>) - Social Studies (<i>History of Improvisation; Jazz; Traditional and non-traditional sound sources in relation to culture</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

Course Level Expectations (CLE):

6.1 Listen to a varied repertoire of music representing diverse genres and cultures.

9.3 Examine the role of music in world cultures.

Essential Questions:

6.0 Listening and Analyzing: *Can the student compare and contrast musical examples of diverse genres and/or cultures using appropriate music vocabulary?*

9.0 Historical and Cultural Relationships: *What is the relationship between music and world cultures?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Form, Genre, Style, Style Periods

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>6.1 Compare and contrast genres of teacher-selected works of music. Compare and contrast music of various teacher-selected cultures.</p> <p>9.3 Examine the role of music in world cultures.</p>	<p>6.1.3 Compare and contrast music examples of diverse genres and/or cultures.</p> <p>9.3.3 Describe the music of one or more world cultures following teacher-provided guidelines.</p>	<ul style="list-style-type: none"> - Pre-test composing and historic and cultural relationships - Share the Music! - Great Composers and their Music - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.music8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - www.grooveshark.com - www.npr.org/music - http://www.hobertshakespeareans.org - www.musicandhistory.com - www.hypermusic.ca/index.html - http://historymatters.gmu.edu/mse/songs/ - www.soundtree.com - www.musictechteacher.com - http://artsedge.kennedy-center.org - www.mustcreate.org - Stories and Songs of the Tennessee Music Box (DVD) - Black History: The Arts (DVD) Nashville Public Library - Music To My Ears: Zoom In, Zoom Out (VHS) - Discover Bluegrass: Exploring American Roots Music 	<ul style="list-style-type: none"> - Social Studies (<i>Genre; Time period; World cultures; Traditional and non-traditional sound sources in relation to culture</i>) - Language Arts (<i>Compare and contrast music examples; Describe the music of one or more world cultures</i>) - Performing Arts (<i>Field trip to live cultural performance i.e., Matrix Percussion Trio, Cheekwood</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

- 1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*
- 4.0 Composing: *Students will compose and arrange music within specified guidelines.*
- 7.0 Evaluating: *Students will evaluate music and music performances.*

Course Level Expectations (CLE):

- 1.1 Demonstrate the ability to sing alone selected musical examples.
- 1.2 Demonstrate the ability to sing in an ensemble selected musical examples.
- 4.1 Compose simple pieces of music.
- 7.1 Evaluate the quality and effectiveness of music compositions.

Essential Questions:

- 1.0 Singing: *Can the student sing a simple melody, alone and with others, using proper pitch, rhythm, dynamics, and phrasing?
What skills are necessary for a successful vocal performance, alone and in an ensemble?
Can the student demonstrate the skills necessary for a successful vocal performance, alone and in an ensemble?*
- 4.0 Composing: *Can the student create his/her own original composition and create a short arrangement of a familiar song?*
- 7.0 Evaluating: *What are the criteria for quality music composition and performance?
Can the student design and apply criteria for evaluating the quality and effectiveness of music compositions and performances?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Compose, Ensemble, Ostinato, Performance Medium, Unison

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.1 Sing a simple melody using proper pitch, rhythm, dynamics, and phrasing.</p> <p>1.2 Sing, in an ensemble, a melody using proper pitch, rhythm, dynamics, and phrasing.</p> <p>4.1 Use traditional and/or non-traditional sound sources to create a short original composition.</p> <p>7.1 Analyze music compositions through score study.</p>	<p>1.1.3 Sing, alone, a familiar song using correct rhythm, pitch, dynamics, and phrasing appropriate to a selected genre.</p> <p>1.2.3 Sing a selected vocal part, within an ensemble, using correct rhythm, pitch, and expressive qualities.</p> <p>4.1.3 Create, individually, a short original composition using a variety of traditional and non-traditional sound sources.</p> <p>7.1.3 Develop criteria for evaluating the quality and effectiveness of music compositions.</p>	<ul style="list-style-type: none"> - Pre-test criteria for evaluating music compositions - Share the Music! - Sing on Sight! - Plank Road Publishing www.musick8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - Rubistar (Rubric Creation) http://rubistar.4teachers.org - www.voicedoctor.net/media/video/index.html - www.soundtree.com/music-educatrition/lesson-plans - www.jamstudio.com/studio/index.htm - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) 	<ul style="list-style-type: none"> - Language Arts (<i>Evaluating Music Compositions; Creating a rubric</i>) - Math (<i>Experimentation and creation with rhythm</i>) - Social Studies (<i>Familiar song i.e. regional folk song</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf
 2.0 Playing Instruments: *Students will perform on instruments, alone and with others, a varied repertoire of music.*
 3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*
 5.0 Reading and Notating: *Students will read and notate music.*
 9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

Course Level Expectations (CLE):
 2.1 Demonstrate the ability to perform appropriate instrumental musical examples alone.
 2.2 Demonstrate the ability to perform an appropriate instrumental part in an ensemble.
 3.2 Improvise a variation.
 5.2 Demonstrate skills in notating musical examples using standard notation that include rhythm, melody and symbols of musical expression.
 9.1 Explore the characteristics of music genres and styles within their historical and cultural settings.

Essential Questions:
 2.0 Playing Instruments: *Can the student perform on an instrument, alone and with others, using correct technique, rhythm, pitch and expressive qualities?
 What skills are necessary for a successful instrumental performance, alone and in an ensemble?*
 3.0 Improvising: *Can the student improvise a melody, variation, and accompaniment?*
 5.0 Reading and Notating: *Can the student sing or play a notated musical example?
 Can the student notate examples of rhythm and melody, applying expressive symbols?*
 9.0 Historical and Cultural Relationships: *What are the characteristics of music genres and styles within their historical and cultural settings?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf
 Intervals, Key Signature, Musical Periods, Scale, Staff, Variation

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.1 Play an instrument using correct technique, rhythm, pitch, and expressive qualities.</p> <p>2.2 Play an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.</p> <p>3.2 Create short improvised variations using student-led call and response songs within teacher specified guidelines.</p> <p>5.2 Notate rhythmic and melodic examples, applying expressive symbols.</p> <p>9.1 List the characteristics of music from a selected time period, culture, or genre.</p>	<p>2.1.3 Perform, alone, on an instrument using correct technique, rhythm, pitch, and expressive qualities.</p> <p>2.2.3 Perform on an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.</p> <p>3.2.3 Improvise an appropriate variation within specified guidelines.</p> <p>5.2.3 Notate rhythmic and melodic music examples applying symbols of musical expression and using standard notation.</p> <p>9.1.3 Describe the characteristics of a selected music genre, time period, or</p>	<ul style="list-style-type: none"> - Pre-test standard notation, characteristics of a selected music genre, time period, or culture - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.musick8.com - Notation: www.musictechteacher.com - Improvisation Site www.lovemusiclovedance.com/improvise_music_01.htm - www.gmajormusictheory.org - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com www.classicforkids.com/teachers/training/handsigns.asp - www.muscorescore.org - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Math (<i>Note values, rhythmic patterns</i>) - Social Studies (<i>History of Improvisation; Jazz; Characteristics of genre/time period/culture</i>) - Language Arts/Reading (<i>Characterizing musical genres, time periods, and cultures; Variation</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Course Level Expectations (CLE):

1.1 Demonstrate the ability to sing alone selected musical examples.

1.2 Demonstrate the ability to sing in an ensemble selected musical examples.

6.2 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.

8.1 Explore the relationship between music and other art disciplines.

Essential Questions:

1.0 Singing: *Can the student sing a simple melody, alone and with others, using proper pitch, rhythm, dynamics, and phrasing?*

What skills are necessary for a successful vocal performance, alone and in an ensemble?

6.0 Listening and Analyzing: *Can the student compare and contrast musical examples of diverse genres and/or cultures using appropriate music vocabulary?*

Can the student identify tone color/timbre, form, rhythm, and/or melody of a teacher-selected music example?

8.0 Interdisciplinary Connections: *What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Aurally, Timbre, Tone

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.1 Sing a simple melody using proper pitch, rhythm, dynamics, and phrasing.</p> <p>1.2 Sing, in an ensemble, a melody using proper pitch, rhythm, dynamics, and phrasing.</p> <p>6.2 Identify the tone color/timbre, form, rhythm, and/or melody of a teacher-selected music example.</p> <p>8.1 Compare the characteristics of two or more art disciplines within a given historical period or style.</p>	<p>1.1.3 Sing, alone, a familiar song using correct rhythm, pitch, dynamics, and phrasing appropriate to a selected genre.</p> <p>1.2.3 Sing a selected vocal part, within an ensemble, using correct rhythm, pitch, and expressive qualities.</p> <p>6.2.3 Analyze aural examples in terms of rhythm, melody, form, and tone color/timbre.</p> <p>8.1.3 Compare and contrast characteristics of art disciplines within a particular historical period or style.</p>	<ul style="list-style-type: none"> - Pre-test expressive qualities, compare and contrast art disciplines within a particular historical period or style, vocabulary and elements of music - Bastiens Piano for Adults - Share the Music! - Plank Road Publishing www.musick8.com - Notation: www.musictechteacher.com - www.nyphilkids.org - www.voicedoctor.net/media/video/index.html - www.grooveshark.com - www.npr.org/music - www.theteacherwebsite.com - www.edhelper.com - www.havefunteaching.com/worksheets/graphic-organizers - www.badwolfpress.com - www.kidsciencechallenge.com/#/ic - www.craftymusicteachers.com - Various examples of music (CDs) illustrating rhythm, melody, form, tone and color/timbre. - Music To My Ears: Zoom In, Zoom Out (VHS) 	<ul style="list-style-type: none"> - Social Studies (<i>Historical periods and styles</i>) - Science (<i>Shape and make of instrument determining tone, range and timbre</i>) - Art disciplines (<i>Art, dance, and drama; Field trip to a live performance</i>) - Language Arts/Reading (<i>Compare and contrast characteristics; Vocabulary; Lyrics</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

2.0 Playing Instruments: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

Course Level Expectations (CLE):

2.1 Demonstrate the ability to perform appropriate instrumental musical examples alone.

2.2 Demonstrate the ability to perform an appropriate instrumental part in an ensemble.

3.3 Improvise an accompaniment.

9.2 Examine the evolution of American music genres and cite well-known musicians associated with each.

Essential Questions:

2.0 Playing Instruments: *Can the student perform on an instrument, alone and with others, using correct technique, rhythm, pitch, and expressive qualities?*

What skills are necessary for a successful instrumental performance, alone and in an ensemble?

Can the student demonstrate the skills/techniques necessary for a successful instrumental performance, alone and in an ensemble?

3.0 Improvising: *Can the student improvise a melody, variation, and accompaniment?*

9.0 Historical and Cultural Relationships: *Can the student communicate the sources and evolution of American music genres and their associated well-known musicians?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Accompaniment, Texture

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.1 Play an instrument using correct technique, rhythm, pitch, and expressive qualities.</p> <p>2.2 Play an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.</p> <p>3.3 Improvise a harmonic accompaniment for a given melody using teacher-specified guidelines.</p> <p>9.2 Describe the sources and development of one or more American music genres. List well-known composers or performers associated with that genre.</p>	<p>2.1.3 Perform, alone, on an instrument using correct technique, rhythm, pitch, and expressive qualities.</p> <p>2.2.3 Perform on an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.</p> <p>3.3.3 Improvise a simple melodic accompaniment within specified guidelines.</p> <p>9.2.3 Report (written or oral) the sources and development of American music genres and correlate well-known composers or performers associated with those genres.</p>	<ul style="list-style-type: none"> - Pre-test well-known composers and performers associated with a specific American music genre - Bastiens Piano for Adults - Share the Music! - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.musick8.com - Notation: www.musictechteacher.com - Improvisation Site www.lovemusiclovedance.com/improvise_music_01.htm - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - http://www.hobertshakespeareans.org - www.musicandhistory.com - www.hypermusic.ca/index.html - http://historymatters.gmu.edu/mse/songs/ - www.mustcreate.org - Stories and Songs of the Tennessee Music Box (DVD) - Black History: The Arts (DVD) <i>Nashville Public Library</i> - Great Composers and their Music - Discover Bluegrass: Exploring American Roots Music 	<ul style="list-style-type: none"> - Social Studies (<i>Sources and development of American music genres; Familiar songs</i>) - Math (<i>Rhythms and patterns</i>) - Language Arts/Reading (<i>Exploring American music; Report on the sources and development of American music genres</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

4.0 Composing: *Students will compose and arrange music within specified guidelines.*

7.0 Evaluating: *Students will evaluate music and music performances.*

Course Level Expectations (CLE):

4.2 Create simple arrangements.

7.2 Evaluate the quality and effectiveness of music performances.

Essential Questions:

4.0 Composing: *Can the student create his/her own original composition and create a short arrangement of a familiar song?*

7.0 Evaluating: *What are the criteria for quality music composition and performance?*

Can the student design and apply criteria for evaluating the quality and effectiveness of music compositions and performances?

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Arrange, Technical Accuracy

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>4.2 Create a simple arrangement of a familiar song.</p> <p>7.2 Listen to and analyze a music performance using student-developed criteria.</p>	<p>4.2.3 Create, individually, a short arrangement of a familiar song using a variety of traditional and non-traditional sound sources.</p> <p>7.2.3 Develop and use a criteria for evaluating the quality and effectiveness of music performances.</p>	<ul style="list-style-type: none"> - Pre-test arrangement, criteria for evaluating music performances, and form - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.musick8.com - Rubistar (Create rubrics) http://rubistar.4teachers.org - www.soundtree.com/music-educatrion/lesson-plans - www.jamstudio.com/studio/index.htm - www.menc.org - www.lessonplanet.com - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) 	<ul style="list-style-type: none"> - Math (<i>Arranging and sequencing</i>) - Performing Arts (<i>Field trip to live performance</i>) - Social Studies (<i>Familiar song i.e., regional folk song</i>) - Language Arts/Reading (<i>Poetry; Rubric creation and evaluation</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Course Level Expectations (CLE):

6.3 Describe listening examples using music vocabulary.

8.3 Explore the use of technology in today's music.

Essential Questions:

6.0 Listening and Analyzing: *Can the student compare and contrast musical examples of diverse genres and/or cultures using appropriate music vocabulary?*

8.0 Interdisciplinary Connections: *What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

MIDI

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>6.3 Describe music examples using appropriate music vocabulary.</p> <p>8.3 Explore the use of technology in today's music.</p>	<p>6.3.3 Compare and contrast music examples using appropriate music vocabulary.</p> <p>8.3.3 Explain how music technology has impacted industry.</p>	<ul style="list-style-type: none"> - Pre-test music vocabulary, use of music technology - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.music8.com - Various examples of music (CDs) illustrating contrasting music examples - www.musictechteacher.com - www.grooveshark.com - www.npr.org/music - www.theteacherwebsite.com - www.menc.org - www.edhelper.com - www.havefunteaching.com/worksheets/graphic-organizers - www.badwolfpress.com - www.kidsciencechallenge.com/#/ic - http://artsedge.kennedy-center.org - www.craftymusicteachers.com - Music To My Ears: Zoom In, Zoom Out (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Describing use of technology; Compare and contrast music examples; Vocabulary</i>) - Science (<i>Technology</i>) - Social Studies (<i>Impact of use of technology; Historical background of listening examples</i>)