



8th Grade Music YSWPCS

- Curricular Strand

Instrument Technique

Objectives

1. Demonstrate proper seated posture.
2. Demonstrate proper grip on the pick.
3. Play with acceptable left hand technique.
4. Use all four fingers in the left hand.
5. Strum chords with basic down-up strumming patterns.
6. Transition from chord to chord.

National Standards for Music Ed.

Performing on instruments, alone and with others, a varied repertoire of music.
Composing and arranging music within specified guidelines.
Reading and notating music.
Listening to, analyzing, and describing music.
Evaluating music and music performances.
Understanding music in relation to history and culture.

OCDEL Standards

N/A

N/A

PA Standards

9.1.5.A:

Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B:

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C:

Know and use fundamental vocabulary within each of the arts forms.

9.1.5.F:

Describe works of others through performance or exhibition in two art forms.

9.1.5.G:

Identify the function and benefits of rehearsal and practice sessions.

9.1.5.H:

Use and maintain materials, equipment and tools safely at work and performance spaces.

9.1.5.I:

Describe arts events that take place in schools and in communities.

9.1.5.J:

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.1.5.K: Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Assessment(s)

Guitar playing assessments to determine whether students can...

1. Demonstrate proper seated posture.
2. Demonstrate proper grip on the pick.
3. Play with acceptable left hand technique.
4. Use all four fingers in the left hand.
5. Strum chords with basic down-up strumming patterns.
6. Transition from chord to chord.

Related Materials

Piano

Guitars, Picks

Seating Chart

Rules Posted

Marker Board

Markers

Worksheets

Technology Integration

Recording Through Sound System

PDFs on Computer for Instructional Materials

Finale for Music Notation

Projector to Show Visuals

- Curricular Strand

Melody

Objectives

1. Know the names of the notes on the treble clef staff.
2. Read and play notes on the first four strings.
3. Read notes using guitar tablature.

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N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

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Assessment(s)

Guitar playing assessments to determine whether students can...

1. Know the names of the notes on the treble clef staff.
2. Read and play notes on the first four strings.
3. Read notes using guitar tablature.

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Rhythm

Objectives

1. Read and play simple quarter note and eighth note rhythms.
2. Count simple quarter and eighth note rhythms aloud.
3. Play rhythmic echo patterns.

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Assessment(s)

Guitar playing assessments to determine whether students can...

1. Read and play simple quarter note and eighth note rhythms.
2. Count simple quarter and eighth note rhythms aloud.
3. Play rhythmic echo patterns.

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Harmony

Objectives

- 1) Play chords, demonstrating proper left hand fingerings.
 - 2) Transition smoothly from chord to chord.
 - 3) Demonstrate chords C, D, G, Am, and Em
- 1) Play chords, demonstrating proper left hand fingerings.
 - 2) Transition smoothly from chord to chord.

Guitar

Demonstrate chords C, D, G, Am, and Em.

Piano

Play I, IV, and V chords in various keys.

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Assessment(s)

Guitar playing assessments to determine whether students can...

- 1) Play chords, demonstrating proper left hand fingerings.
- 2) Transition smoothly from chord to chord.
- 3) Demonstrate chords C, D, G, Am, and Em

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Ensemble Playing

Objectives

1. Play two or three different parts simultaneously.
2. Play a melody and harmony.
3. Listen to each other and balance and blend as an ensemble.

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Assessment(s)

Observational assessments to determine whether students can...

1. Play two or three different parts simultaneously.
2. Play a melody and harmony.
3. Listen to each other and balance and blend as an ensemble.

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Music Theory

Objectives

1. Identify notes on the treble clef staff.
2. Identify 2/4, 3/4, and 4/4 time
3. Define dynamic levels ppp, pp, p, mp, mf, f, ff, fff.
4. Notate correct stem length/direction.
5. Identify slurs and ties
6. Add barlines to musical examples in 2/4, 3/4, and 4/4 time.

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CC.1.4.6.L

Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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Assessment(s)

Written homework assignments to determine whether students can...

1. Identify notes on the treble clef staff.
2. Identify 2/4, 3/4, and 4/4 time
3. Define dynamic levels ppp, pp, p, mp, mf, f, ff, fff.
4. Notate correct stem length/direction.
5. Identify slurs and ties
6. Add barlines to musical examples in 2/4, 3/4, and 4/4 time.

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Composition

Objectives

Use the elements learned in music theory do create a short compositon to be performed in front of the class.

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Assessment(s)

Written composition assignment and guitar performance to so that students can demonstrate their understanding of elements learned in music theory, as well as a working knowledge of the notes on the guitar.

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History/Culture

Objectives

Research a composer and write a report on

1. Nationality of the composer
2. Interesting facts about the composer
3. Important works/pieces
4. Influences of the composer
5. Types of pieces the composer wrote (symphonies, operas, solo pieces)

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PA Common Core Standards for Reading and Writing in History and Social Studies

CC.8.5.6-8.A.

Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.C.

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CC.8.5.6-8.D.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.E.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CC.8.5.6-8.F.

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CC.8.5.6-8.G.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.6-8.H.

Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.5.6-8.I.

Analyze the relationship between a primary and secondary source on the same topic.

CC.8.5.6-8.J.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

CC.8.6.6-8.A.

Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.*

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

CC.8.6.6-8.C.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.D.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.E.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.6-8.F.

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.

CC.8.6.6-8.G.

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.

CC.8.6.6-8.H.

Draw evidence from informational texts to support analysis reflection, and research.

CC.8.6.6-8.I.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Assessment(s)

Written report on all of the research for the composer. Reports will be presented to the class.

Related Materials

Chromebooks

Technology Integration

