




SMMUSD VAPA CURRICULUM for EIGHTH GRADE

 MUSIC	CONTENT GOAL	ACTIVITIES/SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to music				
ARTISTIC PERCEPTION	<p><i>Read and Notate Music</i></p> <p>1.1 Students will read, write, and perform augmented and diminished interval, minor chords and harmonic minor progressions.</p> <p>1.2 Students will read, write and perform compound and mixed meters</p> <p>1.3 Students will transcribe aural examples into rhythmic and melodic notation</p> <p>1.4 Students will be able to sight-read accurately and expressively (difficulty level: 2 (1-6).</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/performances</p> <p>Rhythmic and melodic dictation</p> <p>Students will use the piano keyboard as a tool to practice their vocal music</p> <p>Students will analyze/discuss the use of musical elements in the music they are learning in class.</p> <p>Students will be asked to identify a particular form and be able to understand what that form is comprised of.</p>	<p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature</p> <p>Music manuscript paper</p> <p>Music Theory Software (keyboard)</p> <p>Compositional software</p> <p>Music scores for analyzation</p> <p>Recordings of different types of musical form.</p> <p>Rubrics to evaluate</p> <p>Standards of Excellence, Bruce Pearson</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>

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STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to music				
ARTISTIC PERCEPTION	<p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.5 Students will analyze and compare the use of musical elements representing various genres, styles, and cultures with an emphasis on chords and harmonic progressions</p> <p>1.6 Students will be able to describe larger musical forms (symphony, tone poems)</p> <p>1.7 Students will explain how musical elements are used to create specific music events in given aural examples</p>	<p>Students will write and perform short musical examples demonstrating diminished intervals, minor chords and harmonic minor progressions.</p> <p>Students will listen to recordings of different types of musical form and discuss the elements of each example</p> <p>Daily sight-reading exercises</p> <p>Worksheets to practice notation</p>	<p>Melodia, Cole-Lewis</p> <p>Folk song sight-Singing Series; Oxford</p> <p>Introductory Musicianship, Lynn</p> <p>Hal Leonard’s Rhythm and Melody Flash cards, Hal Leonard</p> <p>A Choral Approach to Sight Singing by Eilers and Crocker</p> <p>Alfred’s Essentials of Music Theory, Alfred Publishing</p>	

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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music				
CREATIVE EXPRESSION	<p><i>Apply vocal or instrumental skills</i></p> <p>2.1 Students will perform a repertoire of literature that represents various genres, cultures and styles, while demonstrating expression, technical accuracy, good posture, tone quality, articulation and vowel shape-read or memorized, (difficulty level: 3 (1-6).</p> <p>2.2 Students will be able to perform music in two, three, and four part harmony.</p> <p>2.3 Students will be able to perform a repertoire of instrumental literature that represents various genres, cultures and styles, while demonstrating expression, technical accuracy, good posture, tone quality and articulation, by oneself or in a small ensemble. difficulty level: 3 (1-6).</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances.</p> <p>Students will break up into groups of two to perform duets for the class.</p> <p>Students will write a short musical example of 12-24 measures and perform it for the class.</p> <p>Students will rearrange an assigned song for voices and/or instruments.</p> <p>Students will be asked to improvise a new melody over existing chords found in a piece learned in class.</p> <p>Guest arrangers/improvisers share their talent and expertise with students.</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality, level appropriate music literature</p> <p>Compositional software</p> <p>White/Chalk board</p> <p>Music manuscript paper</p> <p>Recordings of improvisations</p> <p>Guest arrangers/improvisers</p> <p>Rubrics to evaluate</p> <p>Basics of Singing, Jan Schmidt</p>	<p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>


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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music

CREATIVE EXPRESSION	<p><i>Compose, Arrange and Improvise</i></p> <p>2.4 Students will be able to compose short pieces in duple, triple and compound meters</p> <p>2.5 Students will be able to arrange simple pieces for voices or instruments using traditional and nontraditional sources of sound, including digital/electronic media</p> <p>2.6 Students will be able to improvise melodic and rhythmic embellishments and variations in major keys</p> <p>2.7 Students will be able to improvise short melodies to be performed with and without accompaniment</p>	<p>Students will practice more advanced exercises to improve their technique</p> <p>Students will perform pieces in various foreign languages</p>	<p>Something to Sing About, G. Schirmer</p> <p>Singing, the Mechanism and Technique, W. Vennerd</p>	
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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of music				
HISTORICAL AND CULTURAL CONTEXT	<p><i>Role of Music</i></p> <p>3.1 Students will compare and contrast the functions music serves and the place of musicians in society in various cultures</p> <p>3.2 Students will identify and explain the influences of various cultures on music in early U.S. history</p> <p><i>Diversity of Music</i></p> <p>3.3 Students will explain how music has reflected social functions and changing ideas and values</p> <p>3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures</p> <p>3.5 Perform music from diverse genres, cultures, and time periods</p> <p>3.6 Classify exemplary musical works by style, genre and historical period and explain why each work is considered exemplary</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances</p> <p>Students will write a pre-page report comparing and contrasting two or more cultures and the functions of music within that culture</p> <p>Students will listen to music from other cultures and describe similarities and differences with western music</p> <p>Students will listen to or perform music from different styles, genres and cultures and be able to classify the piece by understanding the characteristics found in each</p> <p>Guest speakers/ performers/ conductors will visit the classroom to discuss and exhibit music from various culture styles and genres</p> <p>Students will attend live performances with their class</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature from a various number of cultures</p> <p>Recordings of numerous types of music from other cultures around the world.</p> <p>Guest speakers/ performers/ conductors</p> <p>Rubrics to evaluate</p> <p>Choral Insights, R. Whitlock</p> <p>Something to Sing About, G. Schirmer</p> <p>Funding/Transportation to attend live performances</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>

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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and making judgments about works of music				
AESTHETIC VALUING	<p><i>Analyze and Critically Assess</i> <i>Derive Meaning</i></p> <p>4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.</p> <p>4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements and improvisations, by oneself and others.</p> <p>4.3 Explain how and why people use and respond to specific</p> <p>4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the U.S.</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances</p> <p>Students are asked to write and participate in class discussions about how to evaluate a quality performance.</p> <p>Students are asked to change the aesthetic qualities of a piece of music to convey a different feeling or emotion.</p> <p>Guest lecturers/ composers/ conductors will visit to share their knowledge about aesthetic qualities found in music and how they convey emotion and feeling.</p> <p>Students must attend a concert other than their own and write a one page report evaluation the performance with specific criteria and discuss the aesthetic qualities observed as well.</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature from a various number of cultures</p> <p>Recordings of numerous types of music from other cultures around the world.</p> <p>Guest speakers/ performers/ conductors</p> <p>Rubrics to evaluate</p> <p>Music Journal Topics, McDonald</p> <p>Funding/Transportation to attend live performances</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>

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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in music to learning in other art forms and subject areas and to careers				
CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<p><i>Connections and Applications</i></p> <p>5.1 Students will compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes emotions, or ideas into works of art</p> <p>5.2 Describe how music is composed and adapted for use in film, video, radio and television</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances</p> <p>Guest speakers will share their background/expertise with careers in music</p> <p>Students are given a packet with hundreds of music related jobs and they are asked to discuss the qualities/ skills needed to succeed in a chosen occupation</p>	<p>Guest Speakers</p> <p>Rubrics to evaluate</p> <p>Guest Speakers/presenters</p> <p>Pocket of music-related jobs</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>