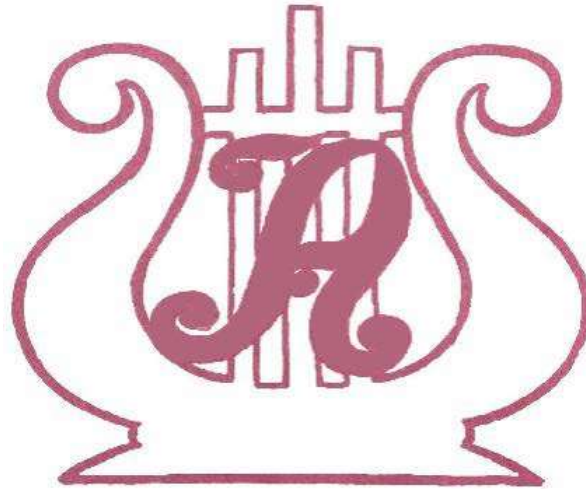


**Abington School District**

**Abington, PA**



# **Connected Learning Music**

**Grade 8**

## **Planned Course of Study**

**September 2016**

PLANNED COURSE OF STUDY FOR THE FINE ARTS

## GENERAL MUSIC 8<sup>TH</sup> GRADE

### I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to music.

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- B. Historical and Cultural Contexts
- C. Critical Response
- D. Aesthetic Response

### II. Major Concepts

Based on National Standards for

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 3. Improvising melodies, variations, and accompaniments.
- 4. Composing and arranging music within specified guidelines.
- 5. Reading and notating music.
- 6. Listening to, analyzing, and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture.

### III. Instruction

## A. Course Schedule

1. 45 minutes (or as dictated by JH Schedule), once per week

## B. Pacing (content by marking period)

1. 1<sup>st</sup> Marking Period: Rhythm, History of Music
  - a. Rhythmic improvisation
  - b. Rhythmic performance
  - c. Rhythmic writing
  - d. Learning rhythmic notation
  - e. Rhythmic dictation
2. 2<sup>nd</sup> Marking Period: Reading Music, Piano skills, History of Music
  - a. Treble clef
  - b. Bass clef
  - c. Perform melodies on the piano using correct fingering and technique
  - d. Performance on chimes (optional) identifying notes
3. 3<sup>rd</sup> Marking Period: Guitars, History of Music
  - a. Explore various musical genres
  - b. Listen to examples of music from various musical genres
  - c. Learn vocabulary specific to these genres
4. 4<sup>th</sup> Marking Period: West Side Story

- a. Learn how to play chords
- b. Perform songs on the guitar using correct fingering and technique

### C. Methods

#### 1. Listening

- a. PCA listening (daily activity)
- b. Musical genres and eras
- c. Discussion

#### 2. Performance

- a. Rhythm drills
- b. Rhythmic dictation
- c. Rhythm/Percussion performance
- d. Simple melodic songs
- e. Build and perform major scales
- f.
- g. Build and perform harmonic chords
- h. Composition performance

#### 3. Lecture

#### 4. Composition

- a. Rhythmic improvisation

- b. Melodic improvisation
- c. Rhythmic composition
- d. Melodic composition
- e. Music composition technology: promethean board/possible ipad/BYOD

#### 5. History

- a. Musical era identification in Listening Logs
- b. Musical era worksheets, composer biographies
- c. Vocabulary
- d. Viewing of "West Side Story"

#### 6. Classroom strategies

- a. Differentiated instruction-grouping into 3 ability groups
- b. Group performances
- c. Classroom drills
- d. Promethean board-class work, composition, identification, aural theory
- e. Clickers, if able
- f. Portfolio/Notebook

#### D. Resources

1. <http://artsedge.kennedy-center.org/teach/standards.cfm>
2. <http://musictheory.net>

3. Teacher created worksheets and packets
4. Listening examples
5. *Music Alive!* Series
6. *West Side Story* video
7. Keyboard lab
8. Percussion instruments
9. Listening Logs
10. Garage Band
11. Noteflight

#### IV. Assessment

##### A. Procedures for Evaluation

1. Evaluation of a student's musical achievement will be based upon:
  - a. Performance Tests based on ability level-using given rubrics
  - b. Worksheets within the workbook
  - c. Self-evaluation (unit reflections)
  - d. PCAs including listening examples and music terms
  - e. Citizenship-classroom participation

##### B. Expected Levels of Achievement

- i. Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

1. A..... 90-100%
2. B..... 80-89%
3. C..... 70-79%
4. D..... 60-69%
5. E.....40-59%
6. F.....below 40%