

**Clinton Community Schools**  
**8<sup>th</sup> Grade General Music**  
**1 Semester (Approximately 45 Days)**

*\*Denotes a critical objective*

**Unit 1 – Theory and Composition/ ~1/4 of the semester**

1. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 1:** Read and notate music. (N.S. 5)

**\*Objective 1:** Analyze whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, 3/2, 4/2 meter signatures.

**Suggested Activities:**

- Worksheets reviewing the fractional relationships on notes
- Determine the value of a note in various meters
- Fill in blanks in a measure to make that measure have the correct number of counts

2. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 1:** Read and notate music. (N.S. 5)

**Objective 3:** Use standard notation symbols for pitch, rhythm, dynamics, and tempo

**Suggested Activities:**

- Review the symbols for dynamics
- Describe the symbols and/or the terms for tempo

3. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 1:** Read and notate music. (N.S. 5)

**Objective 4:** Analyze musical ideas and the musical ideas of others using standard notation

**Suggested Activities:**

- Given a musical example analyze the composition paying attention to the counts per measure according to the meter

4. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 1:** Read and notate music. (N.S. 5)

**Objective 2: Analyze** at sight simple melodies in the treble clef in major keys.

**Suggested Activities:**

- Look over a teacher prepared melody and check for correct symbols for notes, meter, tempo, and pitch
- Look over a teacher prepared melody being aware of correct number of counts in a bar

5. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 1:** Read and notate music. (N.S. 5)

**Objective 5: Demonstrate** at sight: pitch, rhythm, and tempo

**Suggested Activities:**

- Clap teacher prepared rhythms
- Identify the different ways of setting tempo
- Name the notes on the staff

6. **Content Standard 1: *Creative Expression*:** Students will create and/or perform to express ideas and feelings.

**Benchmark 4:** Compose and arrange music within specified guidelines. (N.S. 4)

**Objective 2: Create** short pieces within specific guidelines

**Suggested Activities:**

- Given a short poem create a rhythm to read the poem, using a prepared form

7. **Content Standard 1: *Creative Expression*:** Students will create and/or perform to express ideas and feelings.

**Benchmark 4:** Compose and arrange music within specified guidelines. (N.S. 4)

**Objective 2A: Create** Rhythm Accented Poetry

**Suggested Activities:**

- Create a RAP using syllabic form and an original poem (in groups or individually)
- Perform the RAP and record either video or audio

## **Unit 2 – Music and Life/ ~1/8 of the semester**

1. **Content Standard 2: *Cultural Heritage*:** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, evaluate how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

**Benchmark 1:** Understand relationships between music and other arts, and the disciplines outside the arts. (N.S. 8)

**Objective 1: Compare** in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions or ideas into works of art.

**Suggested Activities:**

- Discuss how sound creates color like an artists paint
- Show a picture have the students identify sounds that could represent the image
- Give words that express feelings and have the students draw a picture or create a sound to represent the feeling
- Play a piece of music and assign the students to bring in a picture that expresses the music

2. **Content Standard 2: Cultural Heritage:** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, evaluate how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

**Benchmark 1: Understand** relationships between music and other arts, and the disciplines outside the arts. (N.S. 8)

**Objective 3: Describe** ways in which the principles and subject matter of the other disciplines taught in the school are interrelated with those of music

**Suggested Activities:**

- Use a graphic organizer to show the ties between music and the other disciplines taught
- Find aspects of each class that are related to music and create a chart to show the connections

3. **Content Standard 2: Cultural Heritage:** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, evaluate how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

**Benchmark 2:** Understand music in relationship to history and culture. (N.S. 9)

**Objective 5: Categorize** various uses of music in their daily experiences and diagnose characteristics that make certain music suitable for each use.

**Suggested Activities:**

- Discuss how music is part of life
- Discuss if music is a necessary part of life, can we function without it
- Determine what styles of music are suitable for different aspects of life
  - View Andrew Lloyd Webber's , "Joseph and the Amazing Technicolor Dream Coat" and discuss social, ethical, political, religious, dimensions of how it relates to our lives.
  - Write a report on Andrew Lloyd Webber and cover his major works and how those works have impacted our lives
  - View clips of productions by Rogers and Hammerstein and analyze their impact on society
  - View a video on 20<sup>th</sup> Century Music that relates the impact of music on our culture and history of our nation

### Unit 3 – Music and Culture/ Style/~1/4 of the semester

1. **Content Standard 2: *Cultural Heritage*:** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, evaluate how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods

**Benchmark 2: Understand** music in relationship to history and culture.  
(N.S. 9)

**Objective 1: Distinguish** by genre or style aural examples of music from various historical periods or cultures

**Suggested Activities:**

- Select a style of music and determine the special traits that make that style recognizable
- Determine the aspects of music that change to create different styles
- Create a poster to compare and contrast two different styles

2. **Content Standard 2: *Cultural Heritage*:** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, evaluate how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods

**Benchmark 2: Understand** music in relationship to history and culture.  
(N.S. 9)

**\*Objective 2: Analyze distinguishing characteristics of representative music genres and styles from a variety of cultures**

**Suggested Activities:**

- Listen to a composition and determine some aspects that are unique to that piece
- Map the unique characteristics of a variety of musical styles
- Determine how all musical styles similar and different
- View clips from videos on different cultures and their music
- Sing songs from other countries and use written dialogue that relates to customs of cultures

3. **Content Standard 2: Cultural Heritage:** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, evaluate how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods

**Benchmark 2:** Understand music in relationship to history and culture.  
(N.S. 9)

**Objective 3: Determine** a varied body of exemplary musical works by genre and style and explain the characteristics that cause each work to be considered exemplary

**Suggested Activities:**

- Using the computer lab - Assign each student to find an example of a particular style, being able to explain why the example is exemplary
- Create a bulletin board of all the styles we found with explanations of each
- Compose a map of how all music is both different and interrelated

4. **Content Standard 2: Cultural Heritage:** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, evaluate how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods

**Benchmark 2:** Understand music in relationship to history and culture.  
(N.S. 9)

**Objective 6: Determine** in several cultures of the world, functions music serves, roles of musicians and conditions under which music is typically performed

**Suggested Activities:**

- Listen to music from different cultures and determine the differences one culture to the other
- Watch a video of music from around the world
- Guest speakers from various cultures discussing music in their life

## Unit 4 – Music and History/~ 1/4 of the semester

1. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 2:** Listen to, analyze, and describe music. (N.S. 6)

**Objective 1: Differentiate** simple music forms when presented aurally

**Suggested Activities:**

- Review form in music, how a is composition put together
- Examine some simple forms (ex. A B A<sup>1</sup> B A<sup>2</sup> B or a strophic song)
- Play a composition a have the student define the form using letters
- Play two different compositions and compare and contrast the forms

2. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 2:** Listen to, analyze, and describe music. (N.S. 6)

**Objective 4: Analyze** specific music events in a given aural example, using appropriate terminology

**Suggested Activities:**

- Discuss again how we use form to hold a piece together
- Determine other musical events that composers use ie. Dynamic shifts, key changes, repetition, etc.
- Listen to music and label the events that the composer uses
- Discuss how these musical ideas make the music interesting

3. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 2:** Listen to, analyze, and describe music. (N.S. 6)

**Objective 3: Distinguish** the use elements of music in aural examples representing diverse genres and cultures

**Suggested Activities:**

- Review some things that reflect different genres in music (instrumentation, vocal sounds, etc.)
- Listen to a piece of music and attempt to list influences

## Unit 5 – Music and Assessment/~1/8 of the semester

1. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 2:** Listen to, analyze, and describe music. (N.S. 6)

**Objective 5: Differentiate** the instrumental or vocal sound source in an aural example

**Suggested Activities:**

- Discuss the different types of sounds in a music composition
- Review how different instruments create sound
- Identify the difference between the families of instruments and the human voice

2. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 3:** Evaluate music and music performance. (N.S. 7)

**Objective 1: Examine** the quality and effectiveness of music performances and compositions using appropriate criteria

**Suggested Activities:**

- Develop a criteria for examination
- As a class use the criteria to examine a composition

3. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 3:** Evaluate music and music performance. (N.S. 7)

**Objective 2: Debate**, using appropriate music terminology, their personal preference for specific musical works and styles

**Suggested Activities:**

- Discuss the idea of personal preference, what are the factors that we use to make a choice
- Divide the class into groups based on personal preference of musical style and play a piece and debate why they either like or dislike the piece



4. **Content Standard 3: *Criticism and Aesthetics*:** Students will reflect upon and assess the characteristics and merits of the arts.

**Benchmark 3:** Evaluate music and music performance. (N.S. 7)

**\*Objective 3: Assess performances, compositions, arrangements, or improvisations by applying specific criteria and offer constructive suggestions for improvement**

**Suggested Activities:**

- Develop a set of standards to Assess a musical performance
- Play a piece of music and as a group assess the performance using our class standards
- Play a piece of music and have each student assess that performance using the class standards