

Teacher: CORE Music

Grade 8

Year: 2016-17

Course: Music Grade

8

Month: All Months

### S Playing the Piano ~

Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in November.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play the piano well?	Letter names of the treble and bass clef	Read and play simple C 5-finger position songs on the staff in step and skip-wise motion.	Combination Mode	Review	Lesson 1	Bastien Piano for Adults Level 1	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
Is an accidental when I accidentally play the wrong key?	Letter names of the piano keys	Read and play song with C and G7 chords	Program Mode	step and skipwise motion	Lesson 2	Music Ace software	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
	Finger numbers	Read and play songs with C and G7 chords and accidentals	C Chord	Accidentals and C/G7 chords	Lesson 3	musicteachher.com	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
	Note values	Read and play songs with stacatto markings, C and G7 chords, accidentals and step/skip-wise motion	G7 Chord	Staccatos	Lesson 4	Keyboard Lab including midi keyboards, various software, computers and a GEC controller	
	Proper Posture	Read and play songs with eight notes and dotted quarter notes	Step	Eighth notes and dotted quarter notes	Lesson 5	Various supplemental piano books	
	Signs and Symbols Articulation (slurs and staccato)		Skip Accidental		Lesson 6 Lesson 7-8		

Accidentals

Sharp  
Staccato

O Composing ~

Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in November.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What's that loopy thing again?	Composing in Garage Band	Manipulate garage band loops	Loop	Let's Get Loopy--review project	Lesson 9	Keyboard Lab including Garageband, midi keyboards, computers and a GEC controller	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
	Critique Garageband Compositions	Add fading to loops			Lesson 10-12	<a href="http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm">http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm</a>	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
		Add effect to loops	Track		Lesson 13		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
		Create parameter changes to loops					MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
		Listen and offer feedback both positive and constructive to classmates projects	Fade  Effect Details				

How do they match sound in movies with what is happening on screen?	Create the sound for a movie using the Foley process	use marker in garageband to identify points in the movie when sound is needed	Vocal Effects	movie project	Lesson 14	Keyboard lab, Garageband, soundbible.com, intro movies, movie clips for project	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
		add sound loops to the movie that match what is happening on the screen and the timing			Lesson 19	youtube.com Ben Burt movie clips and foley process clips	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
		Alter the loops using sound effects and parameter changes	Bouncing (create a single wav or Mp3 file so you can distribute or burn your song)		Lesson 22		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
		Record your voice and alter is using parameter changes to create sound effects or dialogue Create a sound map to guide the viewer through your movie	Foley				
What does poetry have to do with music?	Composing in Garage Band	Manipulate garage band loops	Spotting Marker	Imagery	Poetic music composition--extension project	Keyboard Lab including Garageband, midi keyboards, computers and a GEC controller	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
	mood in poetry and music	Add fading to loops					MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
	Recording the voice	add effects to loops	Program Music				MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

analyze poem using RPA

MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Match the mood of the poem with appropriate musical loops

MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art

set-up track and record voice

balance volume of tracks

use the simple entry method to enter a melody into Finale

Simple Entry

Simple entry melody--extension project

Keyboard Lab including Finale, Garageband, midi keyboards, computers and a GEC controller

MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

Compose a melody in C 5-finger, Middle C position or G position within specified guidelines

Original Melody--extension project

MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written

extension--export to garage band and orchestrate with loops

Speedy Entry

MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

extension--write and add lyrics to the melody--record in garage band

Midi

MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures

MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

MU.5-8.5.d-use standard notation to record their musical ideas and the musical ideas of others

Does technology make a composer's life easier?

Finale basics

Note values

Letter names of the treble and bass clef

MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

N The Critical Process ~

Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in September.

o	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
v	What makes a song good?	4 stages of the critical process	define and use the 4 stages of the critical process-- description, analysis (historical, theoretical and stylistic), interpretation, and judgement	Description	Music Critique	Lesson 1/a	Various music example from different genres provided by both the teacher and the students	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
e		Elements of music	define and use the elements of music in the critical process			Lesson 2/a	<a href="http://web001.greece.k12.ny.us/webpages/akirkebye/index.cfm?subpage=24054">http://web001.greece.k12.ny.us/webpages/akirkebye/index.cfm?subpage=24054</a>	MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures
m	If you don't like a song, does that mean it's a bad song?		Discuss as a class the different stages as they pertain to a specific song or genre	Analysis		Lesson 3/a	<a href="http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetails.aspx?id=0907f84c80532918">http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetails.aspx?id=0907f84c80532918</a>	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

b					Lesson 4/a	<a href="http://www.visionsonlearningdifferences.com/main3.html">http://www.visionsonlearningdifferences.com/main3.html</a>	MU.5-8.7.a-develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
e		Interpretation			Lesson 5/a		MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
r		Judgement			Lesson 6/a		
		Melody			Lesson 7/a		
		Rhythm			Lesson 8/a		
		Harmony					
		Dynamics					
		Texture					
		Timbre					

D Rock and Roll ~

Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in September.

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
c	If you could choose any artist to be in the Rock N Roll Hall of Fame who would you choose? Why?	Letter Writing	Compose nomination letter following specific criteria	induction	Nomination Letter	Lesson 9/a-11/a	<a href="http://www.rockhall.com">www.rockhall.com</a>	MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art
e					Induction Montage	Lesson 12a/16a		MU.5-8.8.b-describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5

m	How can we apply our nomination information into a Power Point presentation?	Research	Research Artists following checklists	nomination	Lesson 17a/19a	<a href="http://www.classicbands.com/bio.htm">http://www.classicbands.com/bio.htm</a>	MU.5-8.9.a- describe distinguishing characteristics of representative music genres and styles from a variety of cultures 6
b	What ways make an effective teacher? What makes a good audience?						MU.5-8.9.b-classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
e		Powerpoint/Prezi	Create powerpoint/prezi in collaborative groups that match their scripts			<a href="http://www.prezi.com">www.prezi.com</a>	MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed
r				Criteria			
		Script Writing	Add music and video links to powerpoints and prezis			GoogleDocs	
		GoogleDocs	Write script for visual based on research			youtube	
		Worksheet Creation	Use googledocs for collaborative writing			pandora	
			Create an interactive activity and lead the class (be the teacher)			grooveshark	
J	Rock and Roll ~						
		Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in September.					

a	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
n	If you could choose any artist to be in the Rock N Roll Hall of Fame who would you choose? Why?	Letter Writing	Compose nomination letter following specific criteria	induction	Nomination Letter	Lesson 9/a-11/a	<a href="http://www.rockhall.com">www.rockhall.com</a>	MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art

u			Induction Montage	Lesson 12a/16a		MU.5-8.8.b-describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5
a	How can we apply our nomination information into a Power Point presentation?	Research	Research Artists following nomination checklists	Lesson 17a/19a	<a href="http://www.classicbands.com/bio.htm">http://www.classicbands.com/bio.htm</a>	MU.5-8.9.a- describe distinguishing characteristics of representative music genres and styles from a variety of cultures 6
r	What ways make an effective teacher? What makes a good audience?					MU.5-8.9.b-classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
y		Powerpoint/Prezi	Create powerpoint/prezi in collaborative groups that match their scripts		<a href="http://www.prezi.com">www.prezi.com</a>	MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed
		Script Writing	Add music and video links to powerpoints and prezis		GoogleDocs	
		GoogleDocs	Write script for visual based on research		youtube	
		Worksheet Creation	Use googledocs for collaborative writing Create an interactive activity and lead the class (be the teacher)		pandora grooveshark	



Playing the Piano ~

Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in March.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play the piano well?	Letter names of the treble and bass clef	Read and play simple C 5-finger position songs on the staff in step and skip-wise motion.	Combination Mode	Review	Lesson 1	Bastien Piano for Adults Level 1	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
Is an accidental when I accidentally play the wrong key?	Letter names of the piano keys	Read and play song with C and G7 chords	Program Mode	step and skipwise motion	Lesson 2	Music Ace software	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
	Finger numbers	Read and play songs with C and G7 chords and accidentals	C Chord	Accidentals and C/G7 chords	Lesson 3	musicteachher.com	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
	Note values	Read and play songs with staccato markings, C and G7 chords, accidentals and step/skip-wise motion	G7 Chord	Staccatos	Lesson 4	Keyboard Lab including midi keyboards, various software, computers and a GEC controller	
	Proper Posture	Read and play songs with eight notes and dotted quarter notes	Step	Eighth notes and dotted quarter notes	Lesson 5	Various supplemental piano books	
	Signs and Symbols Articulation (slurs and staccato) Accidentals		Skip Accidental  Sharp Staccato		Lesson 6 Lesson 7-8		

F Playing the Piano ~

Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in March.

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b	What do you need to know to play the piano well?	Letter names of the treble and bass clef	Read and play simple C 5-finger position songs on the staff in step and skip-wise motion.	Combination Mode	Review	Lesson 1	Bastien Piano for Adults Level 1	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
r	Is an accidental when I accidentally play the wrong key?	Letter names of the piano keys	Read and play song with C and G7 chords	Program Mode	step and skipwise motion	Lesson 2	Music Ace software	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
u		Finger numbers	Read and play songs with C and G7 chords and accidentals	C Chord	Accidentals and C/G7 chords	Lesson 3	musicteachher.com	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
a		Note values	Read and play songs with staccato markings, C and G7 chords, accidentals and step/skip-wise motion	G7 Chord	Staccatos	Lesson 4	Keyboard Lab including midi keyboards, various software, computers and a GEC controller	
r		Proper Posture	Read and play songs with eighth notes and dotted quarter notes	Step	Eighth notes and dotted quarter notes	Lesson 5	Various supplemental piano books	
y		Signs and Symbols Articulation (slurs and staccato) Accidentals		Skip Accidental  Sharp Staccato		Lesson 6 Lesson 7-8		

Composing ~

Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in March.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards	
What's that loopy thing again?	Composing in Garage Band	Manipulate garage band loops	Loop	Let's Get Loopy--review project	Lesson 9	Keyboard Lab including Garageband, midi keyboards, computers and a GEC controller	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	
	Critique Garageband Compositions	Add fading to loops			Lesson 10-12	<a href="http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm">http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm</a>	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written	
		Add effect to loops	Track			Lesson 13		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
		Create parameter changes to loops						MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
		Listen and offer feedback both positive and constructive to classmates projects	Fade  Effect Details					

How do they match sound in movies with what is happening on screen?	Create the sound for a movie using the Foley process	use marker in garageband to identify points in the movie when sound is needed	Vocal Effects	movie project	Lesson 14- Keyboard lab, 18 Garageband, soundbible.com, intro movies, movie clips for project	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
		add sound loops to the movie that match what is happening on the screen and the timing			Lesson 19- youtube.com 21 Ben Burt movie clips and foley process clips	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
		Alter the loops using sound effects and parameter changes	Bouncing (create a single wav or Mp3 file so you can distribute or burn your song)		Lesson 22	MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
		Record your voice and alter is using parameter changes to create sound effects or dialogue Create a sound map to guide the viewer through your movie	Foley			
What does poetry have to do with music?	Composing in Garage Band	Manipulate garage band loops	Spotting Marker Imagery	Poetic music composition--extension project	Keyboard Lab including Garageband, midi keyboards, computers and a GEC controller	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
	mood in poetry and music	Add fading to loops				MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
	Recording the voice	add effects to loops	Program Music			MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

analyze poem using RPA

MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Match the mood of the poem with appropriate musical loops

MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art

set-up track and record voice

balance volume of tracks

use the simple entry method to enter a melody into Finale

Simple Entry

Simple entry melody--extension project

Keyboard Lab including Finale, Garageband, midi keyboards, computers and a GEC controller

MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

Compose a melody in C 5-finger, Middle C position or G position within specified guidelines

Original Melody--extension project

MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written

extension--export to garage band and orchestrate with loops

Speedy Entry

MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

extension--write and add lyrics to the melody--record in garage band

Midi

MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures

MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

MU.5-8.5.d-use standard notation to record their musical ideas and the musical ideas of others

Does technology make a composer's life easier?

Finale basics

Note values

Letter names of the treble and bass clef

MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

M Composing ~

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r	What's that loopy thing again?	Composing in Garage Band	Manipulate garage band loops	Loop	Let's Get Loopy--review project	Lesson 9	Keyboard Lab including Garageband, midi keyboards, computers and a GEC controller	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
c		Critique Garageband Compositions	Add fading to loops			Lesson 10-12	<a href="http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm">http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm</a>	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
h			Add effect to loops	Track		Lesson 13		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
			Create parameter changes to loops					

Listen and offer feedback both positive and constructive to classmates projects

Fade

Effect Details

How do they match sound in movies with what is happening on screen?

Create the sound for a movie using the Foley process

use marker in garageband to identify points in the movie when sound is needed

Vocal Effects

movie project

Lesson 14- Keyboard lab, 18 Garageband, soundbible.com, intro movies, movie clips for project

MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

add sound loops to the movie that match what is happening on the screen and the timing

Lesson 19- youtube.com 21 Ben Burt movie clips and foley process clips

MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written

Alter the loops using sound effects and parameter changes

Bouncing (create a single wav or Mp3 file so you can distribute or burn your song)

Lesson 22

MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Record your voice and alter is using parameter changes to create sound effects or dialogue  
Create a sound map to guide the viewer through your movie

Foley

Spotting Marker

What does poetry have to do with music?

Composing in Garage Band

Manipulate garage band loops

Imagery

Poetic music composition-- extension project

Keyboard Lab including Garageband, midi keyboards, computers an

MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

	mood in poetry and music	Add fading to loops				d a GEC controller	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
	Recording the voice	add effects to loops	Program Music				MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
		analyze poem using RPA					MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
		Match the mood of the poem with appropriate musical loops					MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art
		set-up track and record voice					
		balance volume of tracks					
Does technology make a composer's life easier?	Finale basics	use the simple entry method to enter a melody into Finale	Simple Entry	Simple entry melody--extension project		Keyboard Lab including Finale, Garageband, midi keyboards, computers and a GEC controller	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
	Note values	Compose a melody in C 5-finger, Middle C position or G position within specified guidelines		Original Melody--extension project			MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
	Letter names of the treble and bass clef	extension--export to garage band and orchestrate with loops	Speedy Entry				MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
		extension--write and add lyrics to the melody--record in garage band					MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures



Midi

MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

MU.5-8.5.d-use standard notation to record their musical ideas and the musical ideas of others

Hyperscribe

MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

The Critical Process ~ Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What makes a song good?	4 stages of the critical process	define and use the 4 stages of the critical process-- description, analysis (historical, theoretical and stylistic), interpretation, and judgement	Description	Music Critique	Lesson 1/a	Various music example from different genres provided by both the teacher and the students	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
	Elements of music	define and use the elements of music in the critical process			Lesson 2/a	<a href="http://web001.greece.k12.ny.us/webpages/akirkebye/index.cfm?subpage=24054">http://web001.greece.k12.ny.us/webpages/akirkebye/index.cfm?subpage=24054</a>	MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures

If you don't like a song, does that mean it's a bad song?

Discuss as a class the different stages as they pertain to a specific song or genre

Analysis

Lesson  
3/a

[http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetails.aspx?id=0907f84c80532918](http://dnet01.ode.state.oh.us/ims/itemdetails/lessondetails.aspx?id=0907f84c80532918) MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Lesson  
4/a

<http://www.visionsonlearningdifferences.com/main3.html> MU.5-8.7.a-develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

Interpretation

Lesson  
5/a

MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Judgement

Lesson  
6/a

Melody

Lesson  
7/a

Rhythm

Lesson  
8/a

Harmony

Dynamics

Texture

Timbre

A The Critical Process ~ Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What makes a song good?	4 stages of the critical process	define and use the 4 stages of the critical process-- description, analysis (historical, theoretical and stylistic), interpretation, and judgement	Description	Music Critique	Lesson 1/a	Various music example from different genres provided by both the teacher and the students	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
	Elements of music	define and use the elements of music in the critical process			Lesson 2/a	<a href="http://web001.greece.k12.ny.us/webpages/akirkebye/index.cfm?subpage=24054">http://web001.greece.k12.ny.us/webpages/akirkebye/index.cfm?subpage=24054</a>	MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures
If you don't like a song, does that mean it's a bad song?		Discuss as a class the different stages as they pertain to a specific song or genre	Analysis		Lesson 3/a	<a href="http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetails.aspx?id=0907f84c80532918">http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetails.aspx?id=0907f84c80532918</a>	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
					Lesson 4/a	<a href="http://www.visionsonlearningdifferences.com/main3.html">http://www.visionsonlearningdifferences.com/main3.html</a>	MU.5-8.7.a-develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
			Interpretation		Lesson 5/a		MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Judgement  
 Melody  
 Rhythm  
 Harmony  
 Dynamics  
 Texture  
 Timbre

Lesson  
 6/a  
 Lesson  
 7/a  
 Lesson  
 8/a

M Rock and Roll ~ Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>If you could choose any artist to be in the Rock N Roll Hall of Fame who would you choose? Why?</p>	Letter Writing	Compose nomination letter following specific criteria	induction	Nomination Letter	Lesson 9/a-11/a	www.rockhall.com	<p>MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>MU.5-8.8.b-describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5</p>
<p>How can we apply our nomination information into a Power Point presentation? What ways make an effective teacher? What makes a good audience?</p>	Research	Research Artists following checklists	nomination		Lesson 17a/19a	http://www.classicbands.com/bio.htm	<p>MU.5-8.9.a- describe distinguishing characteristics of representative music genres and styles from a variety of cultures 6</p> <p>MU.5-8.9.b-classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</p>

Powerpoint/Prezi	Create powerpoint/prezi in collaborative groups that match their scripts	www.prezi.com	MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed
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Criteria

Script Writing	Add music and video links to powerpoints and prezi	GoogleDocs
GoogleDocs	Write script for visual based on research	youtube
Worksheet Creation	Use googledocs for collaborative writing Create an interactive activity and lead the class (be the teacher)	pandora grooveshark

J Rock and Roll ~  
Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.

u	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
n	If you could choose any artist to be in the Rock N Roll Hall of Fame who	Letter Writing	Compose nomination letter following specific criteria	induction	Nomination Letter	Lesson 9/a-11/a	www.rockhall.com	MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art
e	would you choose? Why?				Induction Montage	Lesson 12a/16a		MU.5-8.8.b-describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5
	How can we apply our nomination information into a Power Point presentation?	Research	Research Artists following checklists	nomination		Lesson 17a/19a	http://www.classicbands.com/bio.htm	MU.5-8.9.a- describe distinguishing characteristics of representative music genres and styles from a variety of cultures 6

What ways make an effective teacher?  
What makes a good audience?

MU.5-8.9.b-classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary  
MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

Powerpoint/Prezi

Create powerpoint/prezi in collaborative groups that match their scripts

www.prezi.com

Criteria

Script Writing

Add music and video links to powerpoints and prezis

GoogleDocs

GoogleDocs

Write script for visual based on research

youtube

Worksheet Creation

Use googledocs for collaborative writing  
Create an interactive activity and lead the class (be the teacher)

pandora

grooveshark