

WILSON AREA SCHOOL DISTRICT PLANNED COURSE GUIDE

Title of planned course: Music Grade 8

Subject Area: Music

Grade Level: 8th Grade

Course Description: This course builds upon previous intermediate school music course and extends students understanding through a focus on the transition of music throughout history. The course will transition from medieval and renaissance music to baroque, classical, romantic, nationalistic, and concluding with modern music.

Time/Credit for this Course: 6 weeks (30 classes)

Curriculum Writing Committee: Sandra Partington

WILSON AREA SCHOOL DISTRICT PLANNED COURSE MATERIALS

Course Title: Music Grade 8

Textbook: Making Music 8
Making Music 7
World of Music 8

Supplemental Books: Music Alive Magazine

Teacher Resources:

- Internet
- Teacher Tube
- You Tube – Educational
- DVD and VHS – Medieval Music, Renaissance Music, Carmen, and
- West Side Story
- Teacher Generated Materials
- Teacher Music Samples – IPOD
- Teacher Acquired Materials
- Bach to Rock

CURRICULUM MAP

Week 1: Introduction to 8th Grade Music
Beatles song "Yesterday" and Covers
Overtures

Week 2: Medieval and Renaissance Music

Week 3: Baroque Music

Week 4: Classical Music

Week 5: Romantic Music

Week 6: Nationalism and Modern Music

Curriculum Scope & Sequence

Planned Course: Music Grade 8

Unit: Introduction, Covers and Overtures

Time Frame: 5 Classes

State Standards: 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.E, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology
- Recognize the various covers of a song
- Identify an overture from a cover

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify covers and overtures using a completed chart

Extensions:

- Discover other covers to a specific song
- Analyze current music
- Identify overtures in other media

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- You tube segments

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- Analyzation Charts

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: Music Grade 8

Unit: Medieval and Renaissance

Time Frame: 7 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from early Medieval to Renaissance
- Recognize names of early instruments and compare to their modern relatives
- Recognize the development of vocal and instrumental music
- Describe how historic changes affect music

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify Medieval and Renaissance music by using student created charts
- Watch and complete worksheets on Medieval and Renaissance music
- Complete a worksheet on old instruments with textbooks

Extensions:

- Discover current uses of Medieval and Renaissance music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- You tube segments
- Worksheets with DVDs

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- Analyzation Charts
- DVD and VHS

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: Music Grade 8

Unit: Baroque

Time Frame: 4 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from the Baroque period
- Recognize names and music of important composers such as Bach, Handel and Vivaldi

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify Baroque music by using student created charts
- Follow a call chart while listening to Vivaldi
- Sing and follow “Graduation Song” a cover of Pachebel
- Identify current music performed in the Baroque style

Extensions:

- Discover current uses of Baroque music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- You tube segments
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher’s IPOD
- Analyzation Charts

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: Music Grade 8

Unit: Classical

Time Frame: 4 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from the Classical period
- Recognize names and music of important composers such as Haydn, Mozart and Beethoven

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify Classical music by using student created charts
- Compare Mozart's Papapapagano to Lady Gaga

Extensions:

- Discover current uses of Classical music in media
- Development of music through time
- Correlation of art and music during this time
- Describe how historic changes lead to composers independence

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- You tube segments
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- Analyzation Charts
- You Tube

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: Music Grade 8

Unit: Romantic

Time Frame: 4 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from the Romantic period
- Recognize names and music of important composers such as Brahms, Schubert, Grieg, Bizet and Saint Saens

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify Romantic music by using student created charts
- Follow a call chart while listening to “Danse Macabre”
- Follow notation of “Der Erlking”
- Watch segments of “Carmen”

Extensions:

- Discover current uses of Romantic music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- You tube segments
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher’s IPOD
- Analyzation Charts
- You Tube

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: Music Grade 8

Unit: Nationalism and Modernism

Time Frame: 4 Classes

State Standards: 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.F, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.F, 9.3.8.G

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through the 5 components of music using appropriate terminology from Nationalism and Modernism
- Recognize names and music of important composers such as Debussy, Wagner, Tchaikovsky, Copland, Bernstein, and Stravinsky

Core Activities: Students will complete/participate in the following:

- Analyze music using the board and worksheets with music terminology
- Identify music by using student created charts
- Watch segments of West Side Story

Extensions:

- Discover current uses of Nationalism and Modern music in media
- Development of music through time
- Correlation of art and music during this time

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture with notes
- Teacher Guided Discussion
- Student Guided Discussion
- Group work
- You tube segments
- Identifying music selections

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- Analyzation Charts
- You Tube

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test