

Schiller Park District 81 Curriculum Map – 8th General Music

	Essentials Questions	Content (Understandings)	Skills (Know and Able to do)	Assessment	Resources (Curriculum)
August - September	<p><u>Musical Review Unit 1</u></p> <ul style="list-style-type: none"> • What is the pattern of the staff? • What are the parts of the staff? • Why do we even study notes of the staff? • How can we use our knowledge of the staff to learn melodies on our own? • What are the rhythm values in standard notation? • What does the meter signature tell us about the song? • Why do we even need to study standard rhythm notation? • How are the different notes' values related to each other and to the steady beat? • How can we use our knowledge of standard notation to learn songs on our own? 	<p><u>Musical Review Unit 1</u></p> <p>Students will understand that....</p> <ul style="list-style-type: none"> • ...the staff is used to find pitches. • ...any melody can be notated on the staff. • ...all instruments can be represented using notes from on staff. • ...there is a standard notation for duration of notes. • ...the time signature gives information about how rhythm is felt and counted in a song. • ...any rhythm can be notated using this standard notation. • ...the relationship between values of different notes and the steady beat. • ...the dot next to a note procedure to calculate the value of that note. 	<p><u>Musical Review Unit 1</u></p> <p>Students will know that....</p> <ul style="list-style-type: none"> • ...the ABCDEFG exist as a pattern on the staff. • ...there are different parts to the staff that help orient a musician to the ABCDEFG pattern. • ...as the notes go up on the staff, the pattern of ABCDEFG goes forwards and the pitch gets higher. • ...as the notes go down on the staff, the pattern of ABCDEFG goes backwards and the pitch gets lower. • ...the rhythm hierarchy from whole to eighth. • ...each note is $\frac{1}{2}$ the length of the note above it in the hierarchy of rhythm. • ...that a steady beat drives the speed of the note values. • ...that the note used to determine steady beat can be found in time signature. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...use the parts of the staff to find their own starting pitches. • ...name notes of the staff without any clues or starting pitches provided. • ...play notes of the staff using voices, keyboards, and guitars. • ...use rhythm counting and beat mapping to determine how a rhythm selection will sound. • ...put the rhythm values in order from longest to shortest. • ...play songs using rhythms of Whole, Half, Quarter, and Eighth note values on the guitar, piano, and drums. • ...use the time signature to figure out how many beats are in a measure. 	<p><u>Musical Review Unit 1</u></p> <p><u>Underlined:</u> differentiated for gifted</p> <ul style="list-style-type: none"> • Written Quiz on Note Naming for the Treble, Bass, and <u>Alto</u> Clefs • Written Quiz on Rhythm Counting (Whole, Half, Dotted Half, Quarter, and Eighth) • Au Clair De La Lune p.15 (OBPC) • Frère Jacques p.15 (OBPC) • <u>Ode to Joy</u> p.15 (OBPC) • Ascending p.18 line 3 (MBGM) • Ascending p.18 line 2-3 (MBGM) • Ascending p.18 entire song (MBGM) • <u>Compose an Original Melody on Guitar</u> • Treble and Bass Clef note naming homework • Note on the Third String, Second String, and First String (p.11, p.9, p.7) Observation (MBGM) • Warm Up p.14 (OBPC) • Drum Circle Rhythm Playing Observation using (WMD) • Online Note Naming Assignment • Online Rhythm Assignment 	<p><u>Musical Review Unit 1</u></p> <p>OBPC - Older Beginner Piano Course Book 1</p> <p>MBGM – Mel Bay's Modern Guitar Method Expanded Edition</p> <p>WMD - World Music Drumming by Will Schmid</p> <p>www.emusictheory.com</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Notes on the Staff worksheets for Treble and Bass Clef • Rhythm Counting Homework Assignment • Treble, Bass, and Alto Clef Written Quiz • Rhythm Review Written Quiz

September (continued)	<p><u>Harmonic Analysis Unit 2</u></p> <ul style="list-style-type: none"> • What is the difference between harmony and melody? • How does harmony help guide the melody? • What does a harmonic progression look and sound like? • How does a composer use harmonies to affect the listener? 	<p><u>Harmonic Analysis Unit 2</u></p> <ul style="list-style-type: none"> • ...music is made up of harmony and melody. • ...harmony provides a specific function to setup melodies in music. • ...chords have specific qualities based on how they are constructed. • ...Western Music Tradition favors certain harmonic progressions over others. 	<p><u>Harmonic Analysis Unit 2</u></p> <p>Students will know that...</p> <ul style="list-style-type: none"> • ...melody is the “singable” part of a musical piece. • ...harmony is the “other” music added to a melody to provide a musical context or background. • ...the difference between major, minor, and dominant chord qualities. • ...chords are built on major and minor thirds. • ...a standard harmonic progression: I vi IV V7 I. • ...common chord substitutions exist to the standard progression: IV→ii, V→IV, Major→Minor, Minor→Major. • ...a flat sign lowers a pitch by 1 half-step and a sharp sign raises a pitch by one half step. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...identify major, minor, and dominant chord qualities by ear. • ...perform a standard harmonic progression on the guitar. • ...build and write out harmonic progression in root position using standard music notation. • ...analyze chord progressions using roman numerals. 	<p><u>Harmonic Analysis Unit 2</u></p> <ul style="list-style-type: none"> • Pop Quiz Written Assessment on Harmonic Terminology • Aural Exam Identifying Major, Minor, and Dominant Chord Qualities • Performance Test on Standard Chord Progression using Guitar (HLGM) • Roman Numeral Chord Analysis Homework • Written Test on Chord Analysis using Roman Numerals – <u>“Chord Substitutions”</u> • Discussion about Major, Minor, and Dominant Chords Qualities Aural Exam (OBPC) • Written Chord Realizations on Piano 	<p><u>Harmonic Analysis Unit 2</u></p> <p>OBPC - Older Beginner Piano Course Book 1</p> <p>HLGM – Hal Leonard's Guitar Method Level 1</p> <p>www.emusictheory.com</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Harmonic Terminology Written Assessment • Major, Minor, and Dominant Chord Qualities Aural Exam • Roman Numeral Chord Analysis Homework • Piano Chord Realization Worksheet
October	<p><u>Improvisation Unit 3</u></p> <ul style="list-style-type: none"> • What is the relationship between melody and harmony? • What makes a melody sound good? • How does an improviser know what notes to play? • How does an improviser know when to stop playing? • What are nonverbal ways to communicate during a performance? • How do you escape from dissonance? 	<p><u>Improvisation Unit 3</u></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • ...a melody fits over a harmonic progression. • ...melody and harmony have different functions. • ...improvisation has guidelines that follow the harmonic progression and form of the piece. • ...nonverbal cues such as hand and eye signals can communicate with other performers. • ...improvised performance requires compositional knowledge and communication between performers. • ...dissonance is escaped by a moving by a step in either direction to the closest chord tone. 	<p><u>Improvisation Unit 3</u></p> <p>Students will know...</p> <ul style="list-style-type: none"> • ...the meaning of harmony and melody. • ...the meaning of consonance and dissonance. • ...how to use non-verbal performance cues. • ...how to choose notes to fit a harmonic progression. • ...how to freely play without choice and with a discriminatory ear listening for consonance and dissonance. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...improvise over a limited chord progression with a partner on the guitar. • ...improvise over a limited recorded chord progression alone on the guitar. • ...use non-verbal performance cues to communicate with other musicians. • ...develop aural and visual criteria for evaluating improvisation. 	<p><u>Improvisation Unit 3</u></p> <ul style="list-style-type: none"> • 2 Chord Improvisation on Guitar – Partner (HLGM) • Computer Based Improvisation (GB) • Consonance and Dissonance Homework Assignment • Written Test Identifying Consonances and Dissonances in a Given Example • Create Rubric for Analyzing an Improvisation • Self Analysis of Computer Improvisation • Classroom Observation of Partner Improvisation • Classroom Observation of Non-Verbal Communication 	<p><u>Improvisation Unit 3</u></p> <p>HLGM – Hal Leonard's Guitar Method Level 1</p> <p>GB – GarageBand Looping and Recording Software</p> <p>MM8 - Making Music 8 Textbook</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Consonance and Dissonance Homework Assignment • Identifying Consonances and Dissonances Written Test

November	<p>Composition Unit 4</p> <ul style="list-style-type: none"> • What is the purpose of composition? • What are the pieces that make a good composition? • What is the most effective way of critiquing another's musical composition? • How can I step outside compositional guidelines to create a desired effect? • How can I use musical elements to express emotions? • How can musical elements be used to create tension and release? 	<p>Composition Unit 4</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • ...composers write music to express themselves and comment on society. • ...there are guidelines to composition such as structure, form and progression. • ...one may choose to step outside compositional guidelines for a desired effect by substituting chords or using accidentals. • ...music tells a story or takes the listener on an emotional journey through the use of consonance or dissonance, harmonic progressions, accidentals, melodic contour, tempi and dynamics. • ...the effectiveness of a musical composition is dependent on the composer's intent and a set of criteria that is expected by listener that constitutes a quality composition. 	<p>Composition Unit 4</p> <p>Students will know that...</p> <ul style="list-style-type: none"> • ...the difference between through-composed and repetitive form. • ...how to make musical choices with consonance and dissonance. • ...how to make musical choices with dynamics. • ...how to make musical choices with tempi. • ...effective ways of listening to another's and their own composition. • ...effective ways of critiquing another's and their own composition. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...create a written outline or sketch of their composition. • ...create an original composition in standard notation. • ...self analyze and critique their compositions in writing. • ...aurally analyze and critique the compositions of others. 	<p>Composition Unit 4</p> <ul style="list-style-type: none"> • Written Sketch or Outline of Composition • Final Composition (Sibelius) • Create Rubric for Self-Analysis/Peer Critique of Composition • Create CD liner notes (Pages) • Sketches of Established Composition Examples • Classroom Discussion of Compositional Guidelines 	<p>Composition Unit 4</p> <p>Sibelius Notation Software</p> <p>Pages Word Processing Software</p> <p>iTunes</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Guidelines to Composition Worksheet • Exploring CD Liner Notes Worksheet
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March	<p><u>Musical Review Unit 1</u></p> <ul style="list-style-type: none"> • What is the pattern of the staff? • What are the parts of the staff? • Why do we even study notes of the staff? • How can we use our knowledge of the staff to learn melodies on our own? • What are the rhythm values in standard notation? • What does the meter signature tell us about the song? • Why do we even need to study standard rhythm notation? • How are the different notes' values related to each other and to the steady beat? • How can we use our knowledge of standard notation to learn songs on our own? 	<p><u>Musical Review Unit 1</u></p> <p>Students will understand that....</p> <ul style="list-style-type: none"> • ...the staff is used to find pitches. • ...any melody can be notated on the staff. • ...all instruments can be represented using notes from on staff. • ...there is a standard notation for duration of notes. • ...the time signature gives information about how rhythm is felt and counted in a song. • ...any rhythm can be notated using this standard notation. • ...the relationship between values of different notes and the steady beat. • ...the dot next to a note procedure to calculate the value of that note. 	<p><u>Musical Review Unit 1</u></p> <p>Students will know that....</p> <ul style="list-style-type: none"> • ...the ABCDEFG exist as a pattern on the staff. • ...there are different parts to the staff that help orient a musician to the ABCDEFG pattern. • ...as the notes go up on the staff, the pattern of ABCDEFG goes forwards and the pitch gets higher. • ...as the notes go down on the staff, the pattern of ABCDEFG goes backwards and the pitch gets lower. • ...the rhythm hierarchy from whole to eighth. • ...each note is $\frac{1}{2}$ the length of the note above it in the hierarchy of rhythm. • ...that a steady beat drives the speed of the note values. • ...that the note used to determine steady beat can be found in time signature. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...use the parts of the staff to find their own starting pitches. • ...name notes of the staff without any clues or starting pitches provided. • ...play notes of the staff using voices, keyboards, and guitars. • ...use rhythm counting and beat mapping to determine how a rhythm selection will sound. • ...put the rhythm values in order from longest to shortest. • ...play songs using rhythms of Whole, Half, Quarter, and Eighth note values on the guitar, piano, and drums. • ...use the time signature to figure out how many beats are in a measure. 	<p><u>Musical Review Unit 1</u></p> <p><u>Underlined</u>: differentiated for gifted</p> <ul style="list-style-type: none"> • Written Quiz on Note Naming for the Treble, Bass, and <u>Alto Clefs</u> • Written Quiz on Rhythm Counting (Whole, Half, Dotted Half, Quarter, and Eighth) • Au Clair De La Lune p.15 (OBPC) • Frère Jacques p.15 (OBPC) • <u>Ode to Joy</u> p.15 (OBPC) • Ascending p.18 line 3 (MBGM) • Ascending p.18 line 2-3 (MBGM) • Ascending p.18 entire song (MBGM) • <u>Compose an Original Melody on Guitar</u> • Treble and Bass Clef note naming homework • Note on the Third String, Second String, and First String (p.11, p.9, p.7) Observation (MBGM) • Warm Up p.14 (OBPC) • Drum Circle Rhythm Playing Observation using (WMD) • Online Note Naming Assignment • Online Rhythm Assignment 	<p><u>Musical Review Unit 1</u></p> <p>OBPC - Older Beginner Piano Course Book 1</p> <p>MBGM – Mel Bay's Modern Guitar Method Expanded Edition</p> <p>WMD - World Music Drumming by Will Schmid</p> <p>www.emusictheory.com</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Notes on the Staff worksheets for Treble and Bass Clef • Rhythm Counting Homework Assignment • Treble, Bass, and Alto Clef Written Quiz • Rhythm Review Written Quiz
	<p><u>Harmonic Analysis Unit 2</u></p> <ul style="list-style-type: none"> • What is the difference between harmony and melody? • How does harmony help guide the melody? • What does a harmonic progression look and sound like? • How does a composer use harmonies to affect the listener? 	<p><u>Harmonic Analysis Unit 2</u></p> <ul style="list-style-type: none"> • ...music is made up of harmony and melody. • ...harmony provides a specific function to setup melodies in music. • ...chords have specific qualities based on how they are constructed. • ...Western Music Tradition favors certain harmonic progressions over others. 	<p><u>Harmonic Analysis Unit 2</u></p> <p>Students will know that...</p> <ul style="list-style-type: none"> • ...melody is the "singable" part of a musical piece. • ...harmony is the "other" music added to a melody to provide a musical context or background. • ...the difference between major, minor, and dominant chord qualities. • ...chords are built on major and minor thirds. • ...a standard harmonic progression: I vi IV V7 I. • ...common chord substitutions exist to the standard progression: IV→ii, V→IV, Major→Minor, Minor→Major. • ...a flat sign lowers a pitch by 1 half-step and a sharp sign raises a pitch by one half step. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...identify major, minor, and dominant chord qualities by ear. • ...perform a standard harmonic progression on the guitar. • ...build and write out harmonic progression in root position using standard music notation. • ...analyze chord progressions using roman numerals. 	<p><u>Harmonic Analysis Unit 2</u></p> <ul style="list-style-type: none"> • Pop Quiz Written Assessment on Harmonic Terminology • Aural Exam Identifying Major, Minor, and Dominant Chord Qualities • Performance Test on Standard Chord Progression using Guitar (HLGM) • Roman Numeral Chord Analysis Homework • Written Test on Chord Analysis using Roman Numerals – <u>"Chord Substitutions"</u> • Discussion about Major, Minor, and Dominant Chords Qualities (OBPC) • Written Chord Realizations on Piano <p><u>Harmonic Analysis Unit 2</u></p> <p>OBPC - Older Beginner Piano Course Book 1</p> <p>HLGM – Hal Leonard's Guitar Method Level 1</p> <p>www.emusictheory.com</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Harmonic Terminology Written Assessment • Major, Minor, and Dominant Chord Qualities Aural Exam • Roman Numeral Chord Analysis Homework • Piano Chord Realization Worksheet 	

April	<p><u>Improvisation Unit 3</u></p> <ul style="list-style-type: none"> • What is the relationship between melody and harmony? • What makes a melody sound good? • How does an improviser know what notes to play? • How does an improviser know when to stop playing? • What are nonverbal ways to communicate during a performance? • How do you escape from dissonance? 	<p><u>Improvisation Unit 3</u></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • ...a melody fits over a harmonic progression. • ...melody and harmony have different functions. • ...improvisation has guidelines that follow the harmonic progression and form of the piece. • ...nonverbal cues such as hand and eye signals can communicate with other performers. • ...improvised performance requires compositional knowledge and communication between performers. • ...dissonance is escaped by a moving by a step in either direction to the closest chord tone. 	<p><u>Improvisation Unit 3</u></p> <p>Students will know...</p> <ul style="list-style-type: none"> • ...the meaning of harmony and melody. • ...the meaning of consonance and dissonance. • ...how to use non-verbal performance cues. • ...how to choose notes to fit a harmonic progression. • ...how to freely play without choice and with a discriminatory ear listening for consonance and dissonance. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...improvise over a limited chord progression with a partner on the guitar. • ...improvise over a limited recorded chord progression alone on the guitar. • ...use non-verbal performance cues to communicate with other musicians. • ...develop aural and visual criteria for evaluating improvisation. 	<p><u>Improvisation Unit 3</u></p> <ul style="list-style-type: none"> • 2 Chord Improvisation on Guitar – Partner (HLGM) • Computer Based Improvisation (GB) • Consonance and Dissonance Homework Assignment • Written Test Identifying Consonances and Dissonances in a Given Example • Create Rubric for Analyzing an Improvisation • Self Analysis of Computer Improvisation • Classroom Observation of Partner Improvisation • Classroom Observation of Non-Verbal Communication 	<p><u>Improvisation Unit 3</u></p> <p>HLGM – Hal Leonard's Guitar Method Level 1</p> <p>GB – GarageBand Looping and Recording Software</p> <p>MM8 - Making Music 8 Textbook</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Consonance and Dissonance Homework Assignment • Identifying Consonances and Dissonances Written Test
May	<p><u>Composition Unit 4</u></p> <ul style="list-style-type: none"> • What is the purpose of composition? • What are the pieces that make a good composition? • What is the most effective way of critiquing another's musical composition? • How can I step outside compositional guidelines to create a desired effect? • How can I use musical elements to express emotions? • How can musical elements be used to create tension and release? 	<p><u>Composition Unit 4</u></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • ...composers write music to express themselves and comment on society. • ...there are guidelines to composition such as structure, form and progression. • ...one may choose to step outside compositional guidelines for a desired effect by substituting chords or using accidentals. • ...music tells a story or takes the listener on an emotional journey through the use of consonance or dissonance, harmonic progressions, accidentals, melodic contour, tempi and dynamics. • ...the effectiveness of a musical composition is dependent on the composer's intent and a set of criteria that is expected by listener that constitutes a quality composition. 	<p><u>Composition Unit 4</u></p> <p>Students will know that...</p> <ul style="list-style-type: none"> • ...the difference between through-composed and repetitive form. • ...how to make musical choices with consonance and dissonance. • ...how to make musical choices with dynamics. • ...how to make musical choices with tempi. • ...effective ways of listening to another's and their own composition. • ...effective ways of critiquing another's and their own composition. <p>Students will be able to...</p> <ul style="list-style-type: none"> • ...create a written outline or sketch of their composition. • ...create an original composition in standard notation. • ...self analyze and critique their compositions in writing. • ...aurally analyze and critique the compositions of others. 	<p><u>Composition Unit 4</u></p> <ul style="list-style-type: none"> • Written Sketch or Outline of Composition • Final Composition (Sibelius) • Create Rubric for Self-Analysis/Peer Critique of Composition • Create CD liner notes (Pages) • Sketches of Established Composition Examples • Classroom Discussion of Compositional Guidelines 	<p><u>Composition Unit 4</u></p> <p>Sibelius Notation Software</p> <p>Pages Word Processing Software</p> <p>iTunes</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> • Guidelines to Composition Worksheet • Exploring CD Liner Notes Worksheet