

Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Music
Grade 8

<p>Topic 1: Melody</p> <p>Objectives:</p> <p>Identify verse, chorus, and bridge melodies.</p> <p>Create melodies constructed around verse, chorus, and bridge patterns.</p> <p>Essential Questions:</p> <p>How can verse, chorus and bridge be used to create melodies?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Analyze the melody of a popular song. Example: Green Day –When I Come Around.</p> <p>Create melodies on a guitar or keyboard for a verse and chorus.</p>	<p>Materials:</p> <p>Music CDs</p> <p>Music Journals</p> <p>Manuscript paper</p> <p>Guitars and keyboards</p>	<p>Assessment:</p> <p>Song Maps</p> <p>Journal Entries</p>	<p>NJCCCS:</p> <p><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></p> <p>1.1.8.B.2: Compare and contrast the use of structural forms and the manipulation of the <u>elements of music</u> in diverse styles and genres of musical compositions.</p> <p>1.1.8.B.1: Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.</p>
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				<p><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></p> <p>1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>
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<p>Topic 2: Harmony</p> <p>Objectives:</p> <p>Gain an understanding of chord progressions.</p> <p>Improvise using a blues scale.</p> <p>Essential Questions:</p> <p>What skills are needed to be able to improvise using a blues scale?</p> <p>How can chord progressions be recognized?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Analyze the chord progression of a simple popular song using a fake book and a major scale.</p> <p>Using a one-octave blues scale, improvise over the 12-bar blues chord progression.</p>	<p>Materials:</p> <p>Guitar and keyboards</p> <p>Manuscript paper</p> <p>Music journals</p> <p>Fake book – popular song</p>	<p>Assessments:</p> <p>Journal entry of popular song analysis</p> <p>Performance rubric – blues scale improvisation.</p>	<p>NJCCCS:</p> <p><u>1.4: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</u></p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></p> <p>1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>
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<p>Topic 3: Form</p> <p>Objectives:</p> <p>Create a lyric to a popular song using verse/chorus format.</p> <p>Essential Questions:</p> <p>How are lyrics and melody related?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Using the melody of a popular song, create lyrics using verse/chorus format. Example: ‘Hound Dog’ by Elvis Presley.</p>	<p>Materials:</p> <p>Music CDs</p> <p>Manuscript paper</p>	<p>Assessments:</p> <p>Lyrics on manuscript paper</p> <p>Music journal entries</p>	<p>NJCCCS:</p> <p><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></p> <p>1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p><u>1.4: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</u></p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>
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<p>Topic 4: Tone Color</p> <p>Objectives:</p> <p>Explore dramatic possibilities of instruments.</p> <p>Use GarageBand on the MAC to design a composition using instrument loops.</p> <p>Essential Questions:</p> <p>How can dramatic possibilities of instruments be identified and used?</p>	<p>Lessons, Activities, and Student Products:</p> <p>On an instrument, experiment with playing styles to increase dramatic possibilities.</p> <p>Use GarageBand on the MAC to design a composition using instrument loops.</p>	<p>Materials:</p> <p>Guitars and keyboards</p> <p>Apple MAC with GarageBand</p>	<p>Assessments:</p> <p>Performance rubric</p>	<p>NJCCCS:</p> <p><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></p> <p>1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p><u>1.4: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</u></p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>
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<p>Topic 5: Expression</p> <p>Objectives:</p> <p>Experience how lyrics are set to music expressively.</p> <p>Create varying skits to reflect a variety of music styles.</p> <p>Essential Questions:</p> <p>What needs to be considered when creating lyrics?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Using a popular song as an example, students create their own melody to the lyrics.</p> <p>In small groups, students create and perform a skit to a popular composition. Classroom peers guess the story or song.</p>	<p>Materials:</p> <p>Music CDs</p> <p>Manuscript paper</p>	<p>Assessments:</p> <p>Performance rubric</p> <p>Lyrics and skit on manuscript paper</p>	<p>NJCCCS:</p> <p><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></p> <p>1.1.8.B.1: Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.</p> <p><u>1.2: All students will understand the role, development, and influence of the arts throughout history and across cultures.</u></p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>
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