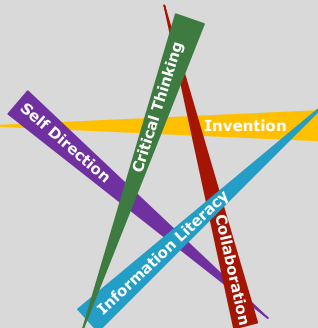


**Curriculum Development Course at a Glance
Planning for 8th Grade Music**

Content Area	Music	Grade Level	8 th Grade
Course Name/Course Code	General		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform music in four or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale	MU09-GR.8-S.1-GLE.1	
	2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading	MU09-GR.8-S.1-GLE.2	
	3. Demonstrate contrasting modalities through performance	MU09-GR.8-S.1-GLE.3	
2. Creation of Music	1. Create music using melodic and harmonic sequences	MU09-GR.8-S.2-GLE.1	
	2. Arrange a simple existing composition	MU09-GR.8-S.2-GLE.2	
	3. Improvise over simple harmonic progressions	MU09-GR.8-S.2-GLE.3	
3. Theory of Music	1. Transcription, and rhythmic demonstration of, multiple and changing meter signatures	MU09-GR.8-S.3-GLE.1	
	2. Notation of level 2 compositions	MU09-GR.8-S.3-GLE.2	
	3. Identification of musical elements in a level 2 composition or performance	MU09-GR.8-S.3-GLE.3	
4. Aesthetic Valuation of Music	1. Evaluation of musical performances and compositions using advanced criteria	MU09-GR.8-S.4-GLE.1	
	2. Articulation of music's role and cultural tradition in American history and society	MU09-GR.8-S.4-GLE.2	

Colorado 21st Century Skills



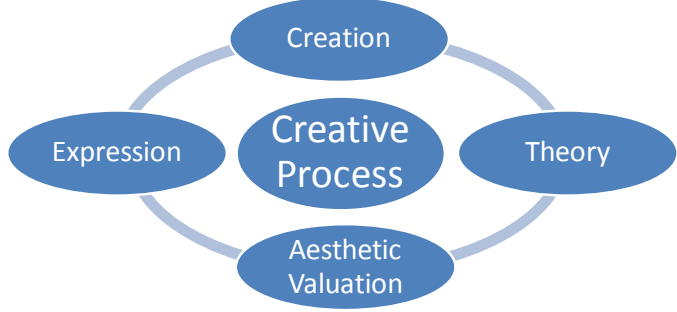
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
ABC - Easy as Do, Re, Mi	Quarter	Instructor's Choice
Compose with Style	Quarter	Instructor's Choice
Garage Band to Grammys	Quarter	Instructor's Choice

**Curriculum Development Overview
Unit Planning for 8th Grade Music**

Unit Title	ABC – Easy as Do, Re, Mi		Length of Unit	Quarter
Focusing Lens(es)	System, Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.8-S.1-GLE.1, MU09-GR.8-S.1-GLE.2, MU09-GR.8-S.1-GLE.3 MU09-GR.8-S.2-GLE.1 MU09-GR.8-S.3-GLE.1, MU09-GR.8-S.3-GLE.2, MU09-GR.8-S.3-GLE.3 MU09-GR.8-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do patterns in music relate to similar patterns found in other disciplines (such as language or visual arts)? (MU09-GR.8-S.1-GLE.3) and (MU09-GR.8-S.2-GLE.1) and (MU09-GR.8-S.3-GLE.1,2,3) and (MU09-GR.8-S.4-GLE.1) How do musical elements form the structure of a music composition? How can learning musical notation increase skills in all academic areas? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Patterns, Rhythm, Expressions, Symbol, Notation, Structure, Form, Influence, Melody			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical notation demonstrates a pattern on the staff that is oriented differently depending on the clef (MU09-GR.8-S.2-GLE.1; MU09-GR.8-S.3-GLE.2)	What letters of the alphabet are used when reading written notation? How does changing the clef alter where letters are notated on the staff?	How does understanding musical notation increase your musicianship?
Solfege syllable creates major and minor scale patterns. (MU09-GR.8-S.1-GLE.2,3)	What Solfege syllables do you use to represent the pitches of a major scale? Minor scale? What is the circle of fifths and how is it used in building scales?	Why is it important to learn to play/sing scales? How does knowledge of solfege help both an instrumentalist and a vocalist?
Rhythm and meter drive the structure and form of music. (MU09-GR.8-S.1-GLE.1,2) and (MU09-GR.8-S.2-GLE.3) and (MU09-GR.8-S.3-GLE.1)	What is the most common and accepted way to count rhythms in performing ensembles? Where is rhythm and meter in found in academic areas other than music?	Why is it important to have meter? Why is there more than one meter?
Expression in composition strengthens musical influence. (MU09-GR.8-S.1-GLE.1,2) and (MU09-GR.8-S.2-GLE.2) and (MU09-GR.8-S.3-GLE.3) and (MU09-GR.8-S.4-GLE.2)	What musical elements can you see in written notation?	How does a conductor show musical expression? How does expression strengthen a musical idea?
Harmonic structure intensifies a melody. (MU09-GR.8-S.1-GLE.1,3) and (MU09-GR.8-S.2-GLE.1,3) and (MU09-GR.8-S.3-GLE.2)	How is a chord built? How can you vary the way a chord can be notated?	How can harmony intensify melody?

**Curriculum Development Overview
Unit Planning for 8th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The letter names of notes on the staff up to four ledger lines above/below the staff (MU09-GR.8-S.3-GLE.2) • The names of the solfege syllables and how they relate to a major/minor scale (MU09-GR.8-S.1-GLE.2,3) • A variety of rhythms (up to dotted notes/rests) and meters (MU09-GR.8-S.3-GLE.1) • Musical symbols and elements and how they are used to strengthen an idea (MU09-GR.8-S.3-GLE.) and (MU09-GR.8-S.4-GLE.2) • Harmonies are created by building chords over a tonal melody (MU09-GR.8-S.2-GLE.1) and (MU09-GR.8-S.3-GLE.2) 	<ul style="list-style-type: none"> • Identify notes on, above, and below the staff (MU09-GR.8-S.3-GLE.2) • Accurately count rhythms in a variety of meters (MU09-GR.8-S.3-GLE.1) • Sing/play four major scales and three minor scales using solfege (if singing) (MU09-GR.8-S.1-GLE.1) • Notate and perform a 12 measure pattern both melodically and harmonically (MU09-GR.8-S.2-GLE.1) • Build chords (in any variety) over a tonal melody (MU09-GR.8-S.3-GLE.2)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Musical literacy is vital to the success of music performance, composition, and understanding.</i></p>
<p>Academic Vocabulary:</p>	<p>Staff, composition, measure, meter</p>
<p>Technical Vocabulary:</p>	<p>Notate, rhythm, solfege, harmony, melody, chord, clef, circle of fifths, major/minor scale</p>

**Curriculum Development Overview
Unit Planning for 8th Grade Music**

Unit Title	Compose With Style!		Length of Unit	Quarter
Focusing Lens(es)	Change/Transition/Reform	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.8-S.1-GLE.1, MU09-GR.8-S.1-GLE.2 MU09-GR.8-S.2-GLE.1, MU09-GR.8-S.2-GLE.2, MU09-GR.8-S.2-GLE.3 MU09-GR.8-S.3-GLE.1, MU09-GR.8-S.3-GLE.3 MU09-GR.8-S.4-GLE.1, MU09-GR.8-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does history affect music? (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.4-GLE.2) • How does music reflect the society and the people who created it? • Why do musical styles change over time? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Influence, Style, Culture, Texture, Timbre, Tone, Social, Relationships, Era, Technology			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The style of musical compositions exemplifies the culture of an era and location. (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.4-GLE.2)	Who were the main customers/audience for this composers' music? Why did so many early composers compose religious music? What social and moral norms existed during the life and in the place of this composer? What rhythms does this composer commonly use?	How could composers challenge the norms of a culture? How was the music of this composer influenced by the moral and social norms of his time?
The style of some composers inspires the style of other composers. (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.3-GLE.3) and (MU09-GR.8-S.4-GLE.1)	What composers inspired other composers?	Why do many compositions from the same era sound similar to each other? How were personal relationships important to a composer's stylistic choices? Why is it important to imitate the style of a given composer?
Technological influence expands the textures and timbres available for musical composition. (MU09-GR.8-S.2-GLE.1) and (MU09-GR.8-S.3-GLE.3) and (MU09-GR.8-S.4-GLE.1)	What instruments were in the standard orchestra in 1700? 1800? 1900? What instruments did this composer (insert name) use?	How has the advancement of technology changed how music is written? How can the orchestra incorporate more modern sounds?

**Curriculum Development Overview
Unit Planning for 8th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The personal history, cultural background, and musical style of selected composers from at least two historical eras. (MU09-GR.8-S.3-GLE.1) and (MU09-GR.8-S.4-GLE.1,2) • How available technology and instruments affect musical style and composition. (MU09-GR.8-S.2-GLE.1) and (MU09-GR.8-S.4-GLE.2) • Steps for to listen for musical elements in recordings. (MU09-GR.8-S.4-GLE.1,2) • The role of music in the context of cultural norms. (MU09-GR.8-S.4-GLE.2) 	<ul style="list-style-type: none"> • Compose or improvise a phrase (music or text) in the style of a composer, using existing or new tonal accompaniment (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.2-GLE.1,3) • Evaluate student and/or professional performances. (MU09-GR.8-S.3-GLE.3) and (MU09-GR.8-S.4-GLE.1) • Compare and contrast the music of two composers, using a minimum of four markings. (MU09-GR.8-S.3-GLE.3) • Notate and perform selected rhythms found in the music of the composers, including dotted rhythms (MU09-GR.8-S.1-GLE.1,2) and (MU09-GR.8-S.3-GLE.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>A composer’s musical style is shaped by the context within which s/he lived his/her life (i.e., geography, moral and social norms), influences from teachers and other composers, and the audience for his/her music.</i></p>
<p>Academic Vocabulary:</p>	<p>Composition, norms, culture, audience, phrase</p>
<p>Technical Vocabulary:</p>	<p>Timbre, homophony, polyphony, orchestration, composer, rhythm, texture, improvisation</p>

**Curriculum Development Overview
Unit Planning for 8th Grade Music**

Unit Title	Garage Band to Grammys		Length of Unit	Quarter
Focusing Lens(es)	Play/Exploration Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.8-S.1-GLE.1 MU09-GR.8-S.2-GLE.1, MU09-GR.8-S.2-GLE.2 MU09-GR.8-S.3-GLE.1 MU09-GR.8-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can sound influence musical expression? (MU09-GR.8-S.3-GLE.1) and (MU09-GR.8-S.4-GLE-1) • Do composers use rhythms to create mood? • How do symbol systems create musical understanding? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Expressions, Rhythm, Composition, Symbols, Mood, Influence, Traditional Notation, Non-Traditional Notation, Value, Genre, Representation, Arrange			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Traditional and non-traditional symbols create musical compositions (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.2-GLE.1) and (MU09-GR.8-S.3-GLE1)	What are some examples of non-traditional notation? What comparisons can be made between a traditional and non-traditional composition?	Which is more common, traditional or non-traditional notation and why? Why would composers use non-traditional notation?
Rhythms shape compositions to create recognizable genres of music. (MU09-GR.8-S.2-GLE.2) and (MU09-GR.8-S.3-GLE.1)	What are the values of notes in various meters (i.e., 4/4, 2/4, 3/4, 6/8, 2/2)?	What process might a composer use to start a composition? Why do arrangers change the rhythms of the original compositions?
Symbols explain musical expression so that musical performers can accurately recreate a composer’s intent. (MU09-GR.8-S.1-GLE.1,2) and (MU09-GR.8-S.2-GLE.1,2) and (MU09-GR.8-S.3-GLE.1,2,3)	What are some basic musical symbols and their corresponding definitions?	How do specific musical symbols create musical expression? What happens when a composition has no symbols?
Compositions communicate emotion to a listener. (MU09-GR.8-S.2-GLE.1,2) and (MU09-GR.8-S.3-GLE.3) and (MU09-GR.8-S.4-GLE.2)	How can technology help to create three sounds that express “happiness”? (or insert other emotion) How does your personal heritage/culture influence choices in music that evokes certain expressions and emotions?	How can sound be incorporated into a composition without using guided meter? Why is it important to have expressive indicators in a musical composition? How do compositions encourage expression?

**Curriculum Development Overview
Unit Planning for 8th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Sounds and Symbols and Rhythms create compositions (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.2-GLE.1,2) • Musical Expression leads to an interesting composition (MU09-GR.8-S.2-GLE.1,2) and (MU09-GR.8-S.3-GLE.1,2,3) • Arrangements can be different rhythmically from the original (MU09-GR.8-S.2-GLE.2) and (MU09-GR.8-S.3-GLE.1) • Musical sounds can come from non-musical sources (MU09-GR.8-S.4-GLE.2) • Sounds can create harmony (MU09-GR.8-S.2-GLE.1) and (MU09-GR.8-S.3-GLE.2) 	<ul style="list-style-type: none"> • Create a 12 measure composition using body percussion (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.3-GLE.1) • Use current technology to create a 12 measure composition using sound files (MU09-GR.8-S.2-GLE.1) and (MU09-GR.8-S.3-GLE.1,2,3) • Arrange a simple folk or children’s song (MU09-GR.8-S.2-GLE.2) and (MU09-GR.8-S.3-GLE.1,2,3) • Create and perform 12 measure composition using household items (MU09-GR.8-S.1.GLE.1) and (MU09-GR.8-S.2-GLE.1,2) and (MU09-GR.8-S.3-GLE.1,2,3) • Create and perform 12 bar tonal harmony under a given folk or children’s song (MU09-GR.8-S.1-GLE.1) and (MU09-GR.8-S.2-GLE.1,2) and (MU09-GR.8-S.3-GLE.1,2,3)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>In addition to traditional notation there are various ways to compose or arrange music to suit the expression and interest of a composer.</i>
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Academic Vocabulary:	Culture, Expression, Create, Notation
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Technical Vocabulary:	Garage Band (If Applicable), Harmony, Chord Structure, Rhythm, Melody, Harmony, Sound Waves
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