

**Curriculum Development Overview  
Unit Planning for 8<sup>th</sup> Grade Music**

<b>Unit Title</b>	ABC – Easy as Do, Re, Mi		<b>Length of Unit</b>	Quarter
<b>Focusing Lens(es)</b>	System, Structure and Function	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>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)</li> <li>How do musical elements form the structure of a music composition? How can learning musical notation increase skills in all academic areas?</li> </ul>			
<b>Unit Strands</b>	Expression, Creation, Theory, Aesthetic Valuation			
<b>Concepts</b>	Composition, Patterns, Rhythm, Expressions, Symbol, Notation, Structure, Form, Influence, Melody			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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?

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

<p><b>Critical Language:</b> 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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Musical literacy is vital to the success of music performance, composition, and understanding.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Staff, composition, measure, meter</p>
<p><b>Technical Vocabulary:</b></p>	<p>Notate, rhythm, solfege, harmony, melody, chord, clef, circle of fifths, major/minor scale</p>