

## 2021-2022-Eighth Grade-General Music-All Quarters

### Big Ideas/Key Concepts:

Students will evaluate and understand the structure and context of music to inform a response and to improve the quality of their own creative work.

### Enduring Understandings:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate elements of music.

### Essential Question:

How do musicians improve the quality of their creative work? How does understanding the structure and context of music inform a response?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>8.GM.P1.A</b> Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive, qualities, technical challenges, and reasons for choices.</p> <p><b>8.GM.P1.B</b> Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can use personally-developed criteria to select music appropriate for a given performance.</p> <p>I can engage in collaborative discussion to identify technical and expressive challenges in a piece of music.</p> <p>I can compare how structure and elements of music are used in the music selected for a performance.</p>

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<p><b>8.GM.P1.C</b> When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p><b>8.GM.P1.D</b> Identify how cultural and historical context informs performances and results in different music effects.</p> <p><b>8.GM.P2.A</b> Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.</p> <p><b>8.GM.P3.A</b> Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</p> <p><b>8.GM.P3.B</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>8.GM.Cr1.A</b> Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p><b>8.GM.Cr2.A</b> Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.</p>	<p>I can sight read simple rhythmic notation.</p> <p>I can sight read simple melodies in treble or bass clef.</p> <p>I can sight read simple harmonies.</p> <p>I can identify how cultural and historical context can create different musical effects.</p> <p>I can develop and apply criteria to rehearse a piece in order to improve it.</p> <p>I can rehearse until I have determined I am ready to perform.</p> <p>I can convey the creator's intent through technically accurate performance.</p> <p>I can perform with stylistic expression.</p> <p>I can use culturally authentic practices in musical performances.</p> <p>I can demonstrate appropriate performance etiquette.</p> <p>I can demonstrate appropriate audience etiquette.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can create simple rhythmic phrases.</p> <p>I can create simple melodic phrases.</p>

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<p><b>8.GM.Cr3.A</b> Self-evaluate one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.</p> <p><b>8.GM.Cr3.B</b> Describe the rationale for refining works by explaining one's choices, based on evaluation criteria.</p> <p><b>8.GM.Cr3.C</b> Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>8.GM.R1.A</b> Select programs of music (such as a CD mix or live performances), and demonstrate the connections to an interest or experience for a specific purpose.</p> <p><b>8.GM.R1.B</b> Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p><b>8.GM.R1.C</b> Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p><b>8.GM.R2.A</b> Support personal interpretation of contrasting programs of music, and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.</p> <p><b>8.GM.R3.A</b> Apply appropriate personally-developed criteria to evaluate musical works or performances.</p> <p style="text-align: center;"><b>CONNECT</b></p>	<p>I can create simple harmonic phrases.</p> <p>I can express meaning through musical composition.</p> <p>I can select and organize musical ideas for arrangements and compositions.</p> <p>I can create an arrangement or composition that demonstrates musicality.</p> <p>I can select and apply criteria to evaluate my work.</p> <p>I can defend my reasons for editing musical ideas, based upon evaluation criteria.</p> <p>I can present an original composition or arrangement.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can select music to create a programs/playlist that connects the music to an experience or interest.</p> <p>I can compare how the elements of music relate to the structure of programs of music.</p> <p>I can identify and compare programs of music from a variety of genres, cultures, and historical periods (<i>for example: parlor music in the 1800s, movie music, country album</i>).</p>

Standards	Student Friendly "I Can" Statements
<p><b>8.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>8.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can interpret various programs of music and support my interpretation using musical terms (<i>for example: elements of music, expressive qualities, expressive intent</i>).</p> <p>I can evaluate musical works or performances based upon personally-developed criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can connect my interests, knowledge, and skills with my musical creation and performance.</p> <p>I can explain how interests, knowledge, and skills affect my response to music differently.</p> <p>I can make meaningful connections between and other arts.</p> <p>I can make meaningful connections between music and other disciplines.</p> <p>I can explain how music is part of daily life (personally and in varied contexts).</p>