2021-2022-Eighth Grade-Vocal Music-Quarter 1

Big Ideas/Key Concepts:

Exploration of Music Concepts

Enduring Understandings:

Performers make musical decisions based on their understanding of music concepts.

Essential Question:

How do performers use music concepts to develop musicianship?

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
Perform **8.VM.P2.A** Demonstrate the ability to read and notate music individually and/or in ensemble settings. **8.VM.P2.B** Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of : Posture, Breath Management, Tone Production with freedom, Resonance, control, and energy, Pitch matching, accuracy, and intonation, Balance of blend, Sense of ensemble. **8.VM.P2.C** Demonstrate technical accuracy through appropriate use of: Tonal center/key relations, Scale	**Perform** I can read and notate intermediate rhythms and pitches. I can apply solfege to extended melodic phrases in order to sight-read. I can identify the physical functions of proper singing (diaphragm, pharynx, vocal chords, resonators, articulators, etc.). I can perform with appropriate posture, breath management, and voice control. I can perform with accurate pitches and rhythms and correct intonation.	**Repertoire:** Two-, Three-, or Four-Part Literature in Major/Minor Keys; Grade 3 (moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements) **Rhythm/Meter:** Can include combinations of Whole, Half, Quarter, Eighth, Sixteenth, Ties, Dots, 2/4, 3/4, 4/4 **Tessitura:** More changed voices start to appear; students will be able to sing in wider ranges; males experience cracking between registers and loss of mid-range. Sometimes the extreme highs and lows of the male's total range will sound, but there will be a middle section of the voice that will not phonate.

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
Construction, Rhythm Work including pulse, steady beat, note, and rest values, Range Development, Diction, pronunciation, and vowel formation, Expressive elements including dynamics, phrasing, and stylistic characteristics.	I can perform with age appropriate tone. I can sing the tonal center of a musical example. I can identify the key signature of a musical example. I can sing a major/minor scale using solfege.	Students may have trouble accessing their falsetto range easily; Selecting Age Appropriate Choral Music
8.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	I can perform with rhythmic accuracy while keeping a steady beat. I can sing with pure vowels and articulated consonants.	
Create **8.VM.CR1.A** Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	I can read and notate intermediate rhythmic patterns with standard notation. I can sing an assigned vocal part with accuracy and musical expression.	
Respond **8.VM.R1.B** Through visual and aural examples, analyze and explain how context and musical elements influence response to music.	**Create** I can analyze the characteristics of the music I am rehearsing. I can identify chord changes aurally.	
Connect	**Respond**	

2021-2022-Eighth Grade-Vocal Music-All Quarters

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
8.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.	I can analyze how musical elements impact a person's response to music (for example, rhythm, dynamics, melody, etc.). **Connect** I can discuss relationships between music and my life or someone else's life (context).	

2021-2022-Eighth Grade-Vocal Music-Quarter 2

Big Ideas/Key Concepts:

Development and Refinement of Musical Concepts and Artistic Techniques

Enduring Understandings:

Performers express musical ideas, analyze, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate content.

Essential Question:

How do musicians improve the quality of their performance?

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
Perform **8.VM.P1.A** Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. **8.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances. **8.VM.P1.C** Demonstrate understanding of context in a varied repertoire of music	**Perform** I can justify my choice of appropriate musical examples to perform in a variety of settings. I can identify markings related to form and structure in musical examples and apply them to my performance. I can demonstrate, through performance, how the context of music (when/where it was written or performed), informs how my performance. I can read and notate complex rhythms and pitches.	**Repertoire:** Two-, Three-, or Four-Part Literature in Major/Minor Keys; Grade 3 **Rhythm/Meter:** Can include combinations of Whole, Half, Quarter, Eighth, Ties, Dots, half/whole rests, octaves, 2/4, 3/4, 4/4, **Tessitura:** More changed voices start to appear; students will be able to sing in wider ranges; males experience cracking between registers and loss of mid-range. Sometimes the extreme highs and lows of the male's total range will sound, but there will be a middle section of the voice that will not phonate. Students may have trouble accessing their falsetto range easily; Selecting Age Appropriate Choral Music

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
through prepared and improvised performances.	I can sight-read advanced musical examples along and with an ensemble using solfege or text.	
8.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	I can demonstrate age-appropriate tone, range, technique and articulations. I can perform a variety of musical styles alone and with an ensemble. I can sing an assigned vocal part with accuracy and musical expression.	
8.VM.P3.C Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	I can demonstrate appropriate performance etiquette. I can demonstrate appropriate audience etiquette.	
Create **8.VM.CR1.A** Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	**Create** I can identify (aurally) chordal changes in music in order to create a melodic improvisation.	
8.VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal. **8.VM.Cr2.B** Document compositions and/or improvisations through notation and/or recording.	I can develop rhythmic ideas using advanced rhythms that demonstrate the characteristics of my music. I can document my rhythmic ideas.	

2021-2022-Eighth Grade-Vocal Music-All Quarters

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
8.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement based on collaboratively-developed criteria.	I can evaluate and improve an original musical example based on criteria given by the teacher.	
Respond **8.VM.R1.B** Through written and aural examples, analyze how context and manipulation of musical elements influence response to music.	**Respond** I can demonstrate how musical elements impact a person's response to music (for example, rhythm, dynamics, melody, etc.).	
Connect **8.VM.Cn2.A** Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.	**Connect** I can analyze the relationship between music and other arts. I can analyze how music is impacted by the historical time period in which it was written.	

2021-2022-Eighth Grade-Vocal Music-Quarter 3

Big Ideas/Key Concepts:

Refine and complete artistic works by interpreting intent and meaning.

Enduring Understandings:

Through their use of elements and structures of music, creators and performers demonstrate their expressive intent.

Essential Question:

How do performers and audiences discern expressive content, and how to evaluate performances?

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
Perform **8.VM.P1.A** Explain the criteria used to select a varied repertoire to study, base4d on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. **8.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. **6.VM.P2.A** Demonstrate the ability to read and notate music individually and/or in ensemble settings.	**Perform** I can explain how various warm-ups can prepare the performer(s) for various challenges in repertoire. I can demonstrate how musical techniques and markings impact my performance. I can demonstrate how music theory and structures in music impact my performance (for example: chordal structure, key changes, form, etc.). I can read and notate complex rhythms and pitches.	**Repertoire:** Two-, Three-, or Four-Part Literature in Major/Minor Keys; Grade 3 **Rhythm/Meter:** Can include combinations of Whole, Half, Quarter, Eighth, Sixteenth, Ties, Dots, Syncopation, 2/4, 3/4, 4/4, 6/8, Mixed **Tessitura:** More changed voices start to appear; students will be able to sing in wider ranges; males experience cracking between registers and loss of mid-range. Sometimes the extreme highs and lows of the male's total range will sound, but there will be a middle section of the voice that will not phonate. Students may have trouble accessing their falsetto range easily; Selecting Age Appropriate Choral Music

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
8.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances**.** **8.VM.P2.D** Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. **8.VM.P3.B** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. **Create** **8.VM.Cr1.A** Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal. **8.VM.Cr2.A** Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal. **8.VM.Cr2.B** Document compositions and/or improvisations through notation and/or recording.	I can sight-read advanced musical examples along and with an ensemble using solfege or text. I can explain the context of a musical piece (when/where it was written and when/where it will be performed) and demonstrate how that impacts a performance (for example: solo and ensemble, school assembly, traditional concert, etc.). I can apply appropriate vocal warm-ups to improve my performance. I can interpret expressive markings in my music. I can use self- and peer-evaluation to improve expression in my performance. I can convey the composer's musical intent through my performance. I can use expressive qualities to connect with an audience during a performance. **Create** I can incorporate an original rhythmic or melodic idea into an arrangement or chordal accompaniment. I can develop melodic ideas that demonstrate the characteristics of my music.	

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
8.VM.Cr3.A Present finalized composition and/or improvisation individually as an ensemble.	I can document my melodic ideas using recording and/or notation (standard or solfege).	
Respond		
8.VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, personal research from teacher-provided sources.	I can present an original musical example.	
	Respond	
	I can explain my personal interests in music.	
8.VM.R1.B Through visual and aural examples, analyze and explain how context and musical elements influence response to music.	I can justify the selection of a piece of music for a performance based on the musical characteristics and/or context (when/where it was written or intended to be performed).	
8.VM.R2.A Interpret and justify the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and the setting of the text.	I can demonstrate how context impacts a person's response to music (for example, performance space, culture, historical time periods, personal knowledge of music, etc.).	
Connect	I can interpret how a musical creator expresses an idea through an original musical work.	
8.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.	I can support my interpretation of how a musical creator expresses an idea through musical elements, context, historical significance, and text.	
	Connect	
	I can synthesize meaningful connections between music and other disciplines.	

2021-2022-Eighth Grade-Vocal Music-Quarter 4

Big Ideas/Key Concepts:

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Enduring Understandings:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question:

How do musicians make meaningful connections to creating, performing, and responding?

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
Perform **8.VM.P1.A** Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. **8.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. **8.VM.P1.C** Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances. **8.VM.P3.A** Demonstrate attention to musical literacy, fundamental control, technical	**Perform** I can explain why I selected music to perform based on the challenges in the music versus my ability to sing it. I can explain how specific warm-ups can develop my skills. I can explain how the context of a performance informs my selection of a musical example. I can demonstrate how musical techniques and markings impact my performance. I can compare and contrast how different venues impact a performance (for example: Concert Hall, Festival, Outdoors, Nursing home, etc.)	**Repertoire:** Two-, Three-, or Four-Part Literature in Major/Minor Keys; Grade 3 **Rhythm/Meter:** Can include combinations of Whole, Half, Quarter, Eighth, Sixteenth, Ties, Dots, Syncopation, 2/4, 3/4, 4/4, 6/8, Mixed **Tessitura:** More changed voices start to appear; students will be able to sing in wider ranges; males experience cracking between registers and loss of mid-range. Sometimes the extreme highs and lows of the male's total range will sound, but there will be a middle section of the voice that will not phonate. Students may have trouble accessing their falsetto range easily; Selecting Age Appropriate Choral Music

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **8.VM.P3.C** Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose. **8.VM.P2.D** Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. **8.VM.P3.B** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. **Create** **8.VM.Cr2.B** Document compositions and/or improvisations for use in an arrangement through notation and/or recording. **8.VM.Cr3.A** Evaluate and refine compositions and/or improvisations for use in an	I can sing my individual voice part in two part music with instrumental accompaniment or a capella. I can notate melodic patterns using non-standard notation. I can sight-read music at a beginning level. I can demonstrate proper posture, breathing, tone production, pitch matching and intonation. I can sing with appropriate diction. I can sing UIL Level II with melodic and rhythmic accuracy. I can sing with a free and relaxed tone within a moderate range. I can identify and demonstrate basic music terminology found in my music. I can demonstrate appropriate performance/audience decorum appropriate for the venue and purpose. I can develop and apply ways to address technical challenges in my music.	

2021-2022-Eighth Grade-Vocal Music-All Quarters

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
arrangement based on collaboratively-developed criteria. **8.VM.Cr3.B** Present finalized composition and/or improvisation individually or as an ensemble. **Respond** **6.VM.R3.A** Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied resources. **Connect** **8.VM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	I can apply ways to address expressive challenges in my music. I can use self- and peer-evaluation to improve expression in my performance. I can convey the composer's musical intent through my performance. I can use expressive qualities to connect with an audience during a performance. **Create** I can use standard and non-standard notation to document original musical examples. I can use audio/video recording to document original musical examples. I can evaluate and improve an original musical example for use in an arrangement. I can present a fully completed original musical example. **Respond** I can identify my musical preferences by using appropriate vocabulary, context, my opinion, and personal research. I can justify my musical preferences by using appropriate vocabulary, context, my opinion, and personal research.	

2021-2022-Eighth Grade-Vocal Music-All Quarters

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
	Connect I can connect my interests, knowledge, and skills with my musical creations, performances, and responses.	

2021-2022-Eighth Grade-Vocal Music-All Quarters