

## Pine Hill Public Schools Curriculum

Content Area:	<b>Music</b>		
Course Title/ Grade Level:	Grade 8		
Unit 1:	Note Reading and Performance	Weeks:	Full marking period
Unit 2:	Pictures At An Exhibition	Weeks:	Approximately 6 weeks
Unit 3:	Impressionism/Avante Garde	Weeks:	Approximately 3 weeks
Date Created or Revised:	June 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Note Reading and Performance		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Music Grade 8		<b>Length of Time:</b> Approximately 6 weeks
<b>Pacing</b>	Marking period long unit	
<b>Essential Questions</b>	What do the symbols in rhythmic and pitch notation sound like? How do we convert the symbols into music?	
<b>Content</b>	-whole, dotted half, half, dotted quarter, quarter, eighth and sixteenth, notes and rests. -ties, slurs, D.C. al Fine, repeat sign, time signatures, double bar lines -treble clef note names. -keyboard skills -music vocabulary	
<b>Skills</b>	1. Identify, sing, clap and play on tone chimes, boomwhackers, keyboards and Orff instruments a variety of songs and exercises using all note values up to and including 16th notes as written on the treble clef. 2. Conduct, sing and play various songs in many time signatures such as 4/4, 3/4, 2/4, and 6/8. 3. Sing and play various songs applying musical terms and symbols (tempo, articulations, dynamics, etc.)	
<b>Assessments</b>	Observation, rubric graded performances, written tests and quizzes.	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Students with higher level music skills are often given harder piano music using both hands, treble and bass clef for independent study.</li> <li>• Students with lower level music skills are not graded on the same level as other children, given more assistance with the goal of a basic understanding rather than a deeper understanding. Students may also use resources- notes, posters, etc.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math skills are utilized when adding note values and comparing divisions of notes.</li> <li>• Students use smart board to demonstrate their work.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Hand outs, smart board, xylophone, pianos and keyboards, tone chimes, rhythm sticks.</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 1.1 The Creative Process, 1.3 Performance, 1.4. Aesthetic Responses and Critique		
<b>Strand(s):</b> Music, Critique Methodologies		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Ear training and listening skills	1.1.2.B.1, 1.1.5.B.1	
Elements of music	1.1.2.B.2, 1.1.5.B.2	
Clap, sing, or play on pitch basic notation	1.3.2.B.1	

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<b>Unit Title: Pictures At An Exhibition</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: Music Grade 8</b>		<b>Length of Time: Approximately 6 weeks</b>
<b>Pacing</b>		
<b>Essential Questions</b>	Who are Modest Moussorgsky, Victor Hartmann, and Maurice Ravel? What is program music? How can music create visual images for a listener?	
<b>Content</b>	-Composer history -composition history and analysis -relevant vocabulary -music maps/music elements	
<b>Skills</b>	1. Read history of composer and composition found on handouts and in storybook. 2. Create lyrics to fit melodic rhythm that describe the piece. 3. Follow music maps, identify elements.	
<b>Assessments</b>	Observation, discussion, teacher made quizzes and tests, written class assignments.	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Special education students are graded according to their reading and writing abilities.</li> <li>• Special education students are often allowed to use their notes for vocabulary related tests.</li> <li>• More advanced band students are often aurally asked more difficult/technical questions related to key signatures and time signatures.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Students learn about life in Russian in the mid to late 1800's. Students learn brief history of Russian Tsar.</li> <li>• Students discover that other art forms are closely related in style, form, and purpose during various time periods.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Hand outs, web sites, musical recordings, piano, smart board.</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 1.1 Creative Process, 1.2 History of Arts, 1.4 Aesthetic Response & Critique Methodologies		
<b>Strand(s):</b> Music, History of the Arts and Culture, Aesthetic Responses, Critique methodologies		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Analyze elements of music	1.1.8.B.1	
Compare and contrast forms	1.1.8.B.2	
Analyze the impact of culture on arts	1.2.8.A.3	
Generate observational response to specific works	1.4.8.A.1	
Identify works that are used for utilitarian and non-utilitarian purposes	1.4.8.A.2	
Analyze form, function and originality	1.4.8.A.7	
Evaluate effectiveness of a work	1.4.8.B.1	

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Unit Title: Impressionism/Avante Garde		<b>Unit #: 3</b>
<b>Course or Grade Level: Music Grade 8</b>		<b>Length of Time:</b> Approximately 3 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	What is Impressionism? What are the similarities between music and visual arts of the same time period? Who are Debussy and Ravel? What is Avante Garde? Why is John Cage important in Avant Garde music?	
<b>Content</b>	-Claude Debussy -Maurice Ravel -Visual art and music of the same time period. -relevant vocabulary -John Cage	
<b>Skills</b>	1. Read about Debussy, listen to Clair de Lune. Draw pictures to depict own interpretation of the music. 2. Listen to and analyze elements of music in “La Mer”. 2. Read about Ravel. Read about and listen to examples of Mother Goose Suite. Play one theme on bells/piano. 3. Read about, listen to and view video of the music of John Cage.	
<b>Assessments</b>	Observation, discussion, teacher made quizzes and tests, written class assignments.	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Special education students are graded according to their reading and writing abilities.</li> <li>• Special education students are often allowed to use their notes for vocabulary related tests.</li> <li>• More advanced band students are often aurally asked more difficult/technical questions related to key signatures and time signatures</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Students discover that other art forms are closely relate in style, form, and purpose during various time periods.</li> <li>• Students will discover how composers continue to strive for originality.</li> <li>• Students will understand that Classical or serious music is still being composed today, not just popular forms of music.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Hand outs, web sites, musical recordings, piano, smart board.</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 1.1 Creative Process, 1.2 History of Arts, 1.4 Aesthetic Response & Critique Methodologies		
<b>Strand(s):</b> Music, History of the Arts and Culture, Aesthetic Responses, Critique methodologies		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Analyze elements of music	1.1.8.B.1	
Compare and contrast forms	1.1.8.B.2	
*Historical innovations caused by new technology	1.2.8.A.1	
*Differentiate past and contemporary works that represent important ideas, issues and events	1.2.8.A.2	
*Analyze the impact of culture on arts	1.2.8.A.3	
*Generate observational response to specific works	1.4.8.A.1	
*Identify works that are used for utilitarian and non-utilitarian purposes	1.4.8.A.2	

*Distinguish among artistic styles within historical eras	1.4.8.A.3
*Compare changes in accepted meanings of known works over time	1.4.8.A.4
*Differentiate between traditional works of art and those do not use conventional elements to express new ideas	1.4.8.A.6
*Analyze form, function and originality	1.4.8.A.7
*Evaluate effectiveness of a work	1.4.8.B.1
*Differentiate among basic formal structures	1.4.8.B.2