

8th Grade Music Technology

This class is open to all students in 8th grade who wish to develop skills in music in a non-performance setting. Music Technology is scheduled for the full year and meets three times per week. This course is designed to be a hands-on approach to address the *Three Artistic Processes* of creating, performing and responding by utilizing the Music in Education keyboard lab and is based on Connecticut State Standards for Music Education. Music Technology uses a set of fifteen networked keyboards (Yamaha's Music in Education keyboard lab) to teach students to become music readers, composers and well-rounded music consumers. Class size is limited to fifteen participants based on number of work stations or current functioning keyboard availability.

Course Overview

<p>Course Goals Students should:</p> <ul style="list-style-type: none"> • sing major and minor melodies while playing the keyboard as a group. • read and play complex notation from the grand staff on the keyboard using two hands. • read and play rhythmic notation in triple, duple, and compound meters with two hands on the keyboard. • compose twelve bars of music using standard notation. • identify musical forms, dynamics and harmonic structure from aural examples in a variety of styles. • improvise a melody with a 12-bar blues chord accompaniment on the keyboard. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is the role and importance of music in life? • How is expression and communication created through performing music? • What makes a musical performance successful? 	<p>Assessments <i>Common Assessments</i> <i>Skill Assessments</i></p>
<p>Content Outline</p> <ol style="list-style-type: none"> I. Unit 1 - Keyboard Orientation II. Unit 2 - Melodic Music Reading and Analyzing III. Unit 3 - Rhythmic Music Reading IV. Unit 4 - Music Composition & Improvisation 	<p>Standards Connecticut SDE Arts Curriculum Framework Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Vocal</i> 	<p>Skill Objectives Students will:</p> <ul style="list-style-type: none"> • sing major and minor melodies while playing the keyboard as a group. • identify and play pitches on the grand staff with both hands in solos and duets. • play scales and simple melodies in the key

	<ul style="list-style-type: none"> • <i>Instrumental</i> • <i>Improvisation</i> • <i>Composition</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>Connections</i> • <i>History And Cultures</i> 	<p>of C, F, G, D, Bb Major, and C, G, A minor in treble and bass clefs on the keyboard with two hands.</p> <ul style="list-style-type: none"> • read and play rhythmic examples. • write music examples using standard music notation on the grand staff for the keyboard and other instruments. • recognize aurally melodic patterns, intervals of seconds, thirds, fourth, fifths, and major, Dorian, and minor tonalities, Tonic and Dominant, Sub-dominant and Dominant 7th chords. • read, play and aurally identify harmonic structure by reading chord symbols. • analyze short musical examples identifying the following compositional techniques: melodies that utilize call and response, strong and weak beats, question and answer, round, variations, melodic sequence, major and minor triads, tonic and dominant harmonic structures. • compose a 12-bar blues song. • improvise a melody over a 12-bar blues pattern.
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Pacing Guide

1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June

Music Literacy – ongoing unit of study throughout the entire course

<p>Unit 1 <u>Keyboard Orientation</u> 10 weeks</p>	<p>Unit 2 <u>Melodic Music Reading and Analyzing</u> 10 weeks</p>	<p>Unit 3 <u>Rhythmic Music Reading</u> 10 weeks</p>	<p>Unit 4 <u>Music Composition & Improvisation</u> 10 weeks</p>
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Music Literacy

Core Topics

- Ear training
- Sight/Music reading:
- Steady Beat
- Music alphabet and expanding note/key recognition
- Posture, hand position and finger technique
- Analyzing listening examples
- Composing
- Improvising

Unit 1 – Keyboard Orientation 10 weeks [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Unit Objectives

Students will be able to:

- name all notes on the keyboard including sharps and flats.
- identify high versus low registers.
- demonstrate a step and a skip.
- understand the musical alphabet.
- read and play chord symbols on standard notation and lead sheets.
- utilize the recording function on the keyboard.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- How do you locate C in relation to other notes on the keyboard?
- Why is the right side of the keyboard high notes and the left side low notes?
- How does the music alphabet enable you to distinguish the difference between a step and a skip on the keyboard?
- How do you locate sharps and flats on the keyboard?
- How do you select the keyboard’s orchestral instruments, utilize the keyboard percussion, and set a rhythm to accompany a melody?
- What steps are necessary to create a recording on the keyboard?

Assessment

Demonstrate accurate key recognition including all keyboard functions.

Lesson Planning Resources

- Keyboard functions
- Register/Clusters
- Up, down, same
- Music alphabet

Materials/Resources

- Acoustic piano
- Tables for keyboards and 15 stools
- Music Alive annual subscription
- Norton Anthology of Classical Music CD set to

Unit Skills

Students will:

- be able navigate the musical keyboard and utilize all the keyboard’s functions.

<ul style="list-style-type: none"> • Steps & Skips • Auto Bass Chords Major • Auto Bass Chords minor • Recording 	<p>play exemplars of MIE listening excerpts</p> <ul style="list-style-type: none"> • THEORY PACKET Level 1B 	
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 2 - Melodic Music Reading and Analyzing, 10 Weeks [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Notation

Students will read and notate music.

Students will:

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression and interpret them correctly when performing.
- use standard notation to record their musical ideas and the musical ideas of others.

Analysis

Students will listen to, describe and analyze music.

Students will:

- describe specific music events in a given aural example, using appropriate terminology.
- analyze the uses of elements of music and aural examples representing diverse genres and cultures.
- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progress in their analyses of music.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

- compare in two or more arts how the characteristic materials of each art (that is sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
- describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- identify a variety of music-related careers.

Unit Objectives

Essential Questions

Assessments

<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the components of melody. • recognize key signatures C, D, F, G major and C, A, G minor. • study careers in the music. • listen to 12-bar blues chord progressions utilizing a blues scale melody. • learn a song by rote. 	<ul style="list-style-type: none"> • What is the role and importance of music in life? • How is expression and communication created through performing music? • What makes a musical performance successful? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What method do you use to remember the note names of the treble and bass clef lines and spaces? • How does a melody made of skips/steps look on the staff? • How does a composer use steps, skip and repeated notes to create their melodies? • How does a sharp or flat alter a note? • What is the difference between C, D, F and G major key signatures? • What are some careers in the music field? • What part did music play in United States history? • What makes a blues melody unique? • What is the process for playing a song by ear? 	<p>Students will perform song playing tests with accurate pitches in the keys of D, F, and G major on the keyboard and play a simple melody by ear.</p> <p>Students will be able to accurately write/name notes in the treble and bass clef on their monthly playing songs.</p>
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Repeated Melodic Patterns • Call & Response • Melodic Contour • Seconds and thirds • Fifths • C, D, F and G Major • C, A and G minor • 12-bar Blues • Sharp and flat • Music careers 	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY PACKET Level 1B 	<p><u>Unit Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • play complex melodies on the keyboard with two hands from standard notation. • play accurate sharps and flat in key signature C, D, F, G major and C, A, G minor. • research careers in music. • play a 12-bar blues improvisation. • play a simple melody by ear.
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

<ul style="list-style-type: none">• PC Computer with monitor• Presentation Station (wall mounted DVD player with TV monitor)• Current District wide Music writing software		
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Unit 3 - Rhythmic Music Reading, 10 weeks [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
- play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- compare, in several cultures of the world, the functions that music serves, roles of musicians, and conditions under which music is typically performed.

Unit Objectives

Students will be able to:

- listen to, evaluate, and play songs with duple and triple meter.
- listen to, identify, and play songs with quarter notes, half notes, eighth notes and their corresponding rests, dotted quarter notes, dotted half notes, and tied notes.
- listen to, evaluate and play songs with syncopated rhythms.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- How are rhythms organized?
- What is enumeration and what is its role in music reading?
- How do rhythmic combinations establish different music styles/genres?
- How does a dot affect a note's value?

Assessment

Students will perform song playing tests with accurate syncopated rhythms on the keyboard.

Theory Assessment

Students will be able to complete the THEORY TIME Level B packet worksheets accurately.

	<ul style="list-style-type: none"> • What makes a rhythm syncopated? 	
<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Strong and weak beats • Quarter Note & quarter rest • Half note & half rest • Eighth note & eighth rest • Duple meter • Common time • Enumeration • Dotted quarter note • Dotted half note • Syncopation 	<u>Materials/Resources</u> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY PACKET Level 1B 	<u>Unit Skills</u> Students will: <ul style="list-style-type: none"> • enumerate and notate twelve bar phrases in standard notation. • identify the components of rhythm. • utilize the metronome and tempo controls on the keyboard. • discuss the rhythmic differences between Swing & Latin styles.
<u>Technology Resources</u> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 4 - Music Composition & Improvisation, 10 weeks [top](#)

Standards

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise simple harmonic accompaniments.
- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

Composition

Students will compose and arrange music.

Students will:

- compose short pieces within specified guide-lines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- compare in two or more arts how the characteristic materials of each art (that is sound and music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
- describe ways in which the principles an subject matter of music and other disciplines taught in the school are interrelated.
- identify a variety of music related careers.

Unit Objectives

Students will be able to:

- listen to and evaluate dynamics in musical excerpts of various genres.
- listen to and identify elements of musical form in musical excerpts of various genres.
- listen to musical excerpts in ABA, Round,

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

Assessment

Students will perform their 12-bar blues compositions for each other.

<p>Theme and Variations, 12-bar Blues forms.</p>	<ul style="list-style-type: none"> • What is the difference between a spontaneous improvisation and a composed piece of music? • What elements of music organize a melody? • What characteristics distinguish different musical styles? • What are the differences between ABA, Round, and Theme and Variation forms? • Compare and contrast reading chord symbols and major triads C, F and G written in the bass clef? • How do you create minor chords? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Phrase and form • Question and answer • Call and response • Crescendo and decrescendo • Forte and piano • Legato and staccato • Melodic sequence • ABA • Round • Theme and Variations • Chord symbols • Major triads C, F and G • 12-bar blues • Improvisation • Minor triads 	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY PACKET Level 1B 	<p><u>Unit Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • improvise twelve bars of music utilizing the keyboard. • compose and notate a 12-bar blues utilizing the keyboard. • using Finale Notepad, print their 12-bar blues composition. • evaluate their own and each others' 12-bar blues compositions.
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>