

Planned Course: Life Skills General		Course Number: G120		Department: Music	
Music					
Unit:		Grade Level: 6, 7, 8th Grade Life Skills Students			
Estimated Time: 36 Weeks (8th grade)		Level/Track: General Music (Adapted)		Date Approved: August 27, 2018	
60 days (6th & 7th grade)					
PA Academic Standards 9.1, 9.2, 9.3, 9.4		▶ Core Concepts (in question format) ● Skills/Knowledge		Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	
				Assessments (include types and topics)	

<p>9.1.8. A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts</p> <p>9.1.8. C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8. D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8. E Communicate a unifying theme or point of view through the production of works in the arts.</p>	<p>▶ Curriculum Essential Questions:</p> <ul style="list-style-type: none"> ● How do you internalize music (develop inner hearing)? ● How do we instill music appreciation? ▶ How do you play a recorder? ▶ How do we become musically literate? ▶ How do we create tuneful individuals? ● How do we create beautiful individuals? ● How do we create artful individuals and how does music evoke emotions? 	<p>A. Rhythm</p> <p>1. Steady Beat A-1- Performing the beat while singing while tapping on their body A-1- Listen and move to the beat A-1-Performing the steady beat on rhythm instruments</p> <p>2. Faster-Slower A-2- Moving to music with fast and slow sections A-2- Moving to music that changes tempo</p> <p>3. Literacy A-3- Aurally echo rhythm patterns using non-traditional rhythm syllables A-3- Aurally decode familiar patterns and songs using non-traditional rhythm syllables A-3- Create original patterns using non-traditional rhythm syllables A-3- Read familiar patterns and songs using non-traditional rhythm syllables A-3- Read unfamiliar patterns and songs using non-traditional rhythm syllables A-3- Copy patterns using traditional rhythmic notation A-3- Write familiar patterns and songs using traditional notation</p>	<ul style="list-style-type: none"> ● Teacher Assessment Individuals: 1. Create a Google Slide presentation identifying and describing an instrument in the Orchestra 2. Create a Google Slide presentation identifying and describing a period of music 3. Create a Google Slide presentation identifying and describing a modern day musical artist of their choice 4. Teacher made form aural/written assessment (8th grade only) 5. Teacher made rhythmic written assessment (8th grade only) 6. Teacher made treble clef written assessment (8th grade only)
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<p>9.1.8. F Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8. G. Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8. H Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p> <p>9.1.8. I Know where arts events, performances and exhibitions occur and how to gain admission.</p> <p>9.1.8. J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p>	<ul style="list-style-type: none"> ● What are the elements of music? ● How would the students demonstrate the elements of music? ● How is music an important part of history and culture? 	<p>A-3- Write unfamiliar patterns and songs using traditional notation A-3- Create/Compose original using traditional notation</p> <p>4. Symbols A-4 Recognizing and reproducing rhythms A-4 Review patterns using quarter note, quarter rest, pair of 8th notes, pair of 8th rests, half note, half rest, whole note, and whole rest.</p> <p>B. Melody</p> <p>1. Upward/Downward- B-1- Move voice to show steps, skips, leaps, and repeats in a melody</p> <p>2. Echo Singing B-2 Sing melodies and rhythms accurately by echoing a model.</p> <p>3. Call and Response B-3-Recalling and singing a vocal response after hearing another melody.</p> <p>4. Improvisation B-4- Create original vocal melodies</p> <p>5. Literacy B-5- Aurally echo tonal patterns using tonal syllables</p>	<p>7. Individual daily skills assessments</p> <p>8. Student created Emotion Packet/Emotion City (collaboration with art teacher)</p> <p>9. Student created acrostic poem.</p> <p>10. Student created word collage using wordclouds.com.</p> <p>11. Teacher assessment of Solo/Small Ensemble performances. (8th grade only)</p> <p>12. Teacher assessment of recorder performances (8th grade only)</p> <p>13. Teacher made world vocal music written assessment. (8th grade only)</p>
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<p>9.1.8. K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>9.2.8. A Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.2.8. B Relate works in the arts chronologically to historical events.</p> <p>9.2.8. C Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>9.2.8. D Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.8.G Relate works in the arts to geographic regions</p>		<p>C. Expression</p> <p>1. Showing emotion while singing and moving C-1-Moving expressively to songs with body gestures and facial expression C-1 Listening and identifying beneath the surface emotions connected with listening examples C-1 Discuss and analyze how lyrics enhance the emotional response of the listener</p> <p>D. Tone Color</p> <p>1. Instruments-non-pitched percussion D-1-Performing steady beat on rhythm instruments. D-1- Understanding the size/sound correlation of instruments.</p> <p>2. Instruments of the Symphonic Orchestra D-2 What instruments are in the Woodwind Family? D-2 Practice proper playing techniques and introductory tones on a woodwind instrument. D-2 What instruments are in the brass family?</p> <p>D-2 What instruments are in the string family?</p>	
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<p>9.2.8. H Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p> <p>9.2.8. J Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p>9.2.8.L Identify, explain and analyze common themes, forms and techniques from works in the arts</p> <p>9.3.8. A Know and use the critical process of the examination of works in the arts and humanities.</p> <p>9.3.8.B Analyze and interpret specific characteristics of works in the arts within each art form</p>		<p>D-2 Practice proper playing techniques and introductory tones on a string instrument.</p> <p>D-2 What instruments are in the percussion family?</p> <p>D-2 Practice proper playing techniques and introductory tones on a percussion instrument.</p> <p>3. Recorder</p> <p>D-3 Learn fingerings for B, A, G, E, D, third space C, and fourth line D on recorder, F, and middle C</p> <p>D-3 Practice proper tonguing technique for recorder playing</p> <p>D-3 Perform simple melodies using correct rhythm on recorder</p> <p>E. Form</p> <p>1. Music that follows simple and complex forms. (AB, ABA, Rondo Form, Call and Response, Strophic)</p> <p>E-1 Using expressive movements to show form</p> <p>E-1 Perform form of recorder pieces</p> <p>2. Symbols</p> <p>E-2 Identify and correctly follow musical symbols to discover the form of a piece.</p>	
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<p>9.3.8.C Identify and classify styles, forms, types and genre within art forms</p> <p>9.3.8.E Interpret and use various types of critical analysis in the arts and humanities</p> <p>9.3.8. F Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.4.8.C Describe how the attributes of the audience’s environment influence aesthetic responses</p>		<p>F. Musical Terms (About Music)</p> <p>1. Dynamics F-1- Listen Listen to and perform music with expressive elements Piano, Pianissimo, Mezzo Piano, Mezzo Forte, Forte, Fortissimo, Crescendo, and Decrescendo</p> <p>2. Tempo F-2- Listen to and perform music with expressive qualities (fast vs slow)</p> <p>3. Steady Beat F-3- Listening for and perform steady beat while speaking rhythms</p> <p>4. High/Low pitches F-4- Discovering high and low sounds and big/small size correlation.</p> <p>G. Listening</p> <p>1. Periodic Music G-1- Listen to and analyze period music from various genres and styles</p> <p>H. Special</p> <p>1. Finding own space H-1- Moving in personal space H-1- Awareness of Locomotion</p>	
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		<p>2. Dancing and Moving H-2 Perform dance movements as a group</p> <p>3. Moving through space H-3- Awareness of Isolated and Whole body parts. H-3- Awareness of time (quick and slow) H-3- Awareness of space (direction of movement) H-3- Awareness of levels (High/Middle/Low) H-3- Awareness of weight (heavy/light, strong/gentle, tense/relaxed) H-3- Awareness of flow (sudden/sustained, sequential/simultaneous, bound/free) H-3- Student created movement</p> <p>I. Cultural Connections</p> <p>1. Geography I-1- Listening to classical music and locating these countries that the composer originated from on the map.</p> <p>2. Holiday Celebration I-2- Experiences music from various cultures by singing songs and performing movement activities for holiday celebrations</p>	
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		<p>3. Historical Connections I-3- Listen to and discuss the historical connections of American and World music</p> <p>J. Harmony</p> <p>1. Two Part Canons J-1 Learn and sing 2 part canons</p> <p>2. Orff Instruments J-2 Perform basic accompaniment on instrument xylophone</p>	
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