**Exploratory Music 8 Pacing Guide**

**Course: Exploratory Music Grade: 8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Months/Days** | **UNITS** | **STANDARDS** | **CONTENT****Topics being covered? What do students need to know? (*nouns*)** | **ACTIVITIES****w/Integration of Technology & Career Ready Practices** | **ASSESSMENTS****What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?** |
| **3.5 weeks** | **Music Theory** | Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.Western, non-Western, and avant-garde notation systems have distinctly different characteristics. | StaffTreble ClefBass ClefRhythmic Notation (notes and rests)Measures, Bar Lines, Double Bar LinesTime SignaturesGrand StaffValue of a dot | DiscussionMusic Theory Worksheets-Lessons 1-16Note takingGimkitGoogle ClassroomKahootQuizlet | Formative:Thumbs up/downWorksheets/CorrectionsDiscussionQuizletSummative:Music Theory Unit Test |
| **3 weeks** | **Listening/Music History** | Analyze the application of the elements of music in diverse Western and no-Western musical works from different historical eras using active listening and by reading and interpreting written scores.Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.Common, recognizable musical forms often have characteristics related to specific cultural traditions.Compositional techniques are used in different styles and genres of music vary according to prescribed sets of rules.Map historical innovations in music that were caused by the creation of new technologies.Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.Technological changes have and will continue to substantially influence the development and nature of the arts.Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.The arts reflect cultural morays and personal aesthetics throughout the ages.Stylistic considerations vary across genres, cultures, and historical eras. Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.Symbolism and metaphor are characteristics of art and art-making.Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.Universal elements of art and principles of design apply equally to artwork across cultures and historical eras. |

|  |  |
| --- | --- |
| Evaluation |  |
|  |
|  |
|  |
|  |
|  |

Introduction to research and musical artists/selection of songsResearch processFinding value in musical works across all genres/erasPersuasive writingPresentation and analyzation of artistsEvaluation | DiscussionGoogle ClassroomGoogle SlidesYouTubePromethean BoardInternet ResearchWritingTime linePresentationEvaluation | Formative:Thumbs up/downDiscussionGoogle Classroom research packetListening Journal evaluation formsPresentationSummative:Listening Journal Project Slide showListening Journal Project packet |
| **2.5 weeks** | **Music Technology/Soundtrap** | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.Common, recognizable musical forms often have characteristics related to specific cultural traditions.Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.Technological changes have and will continue to substantially influence the development and nature of the arts.

|  |
| --- |
| Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |

 | Introduction to music technologyDifferent online music tech sitesUsing the Soundtrap applicationCreating an original piece of music in Soundtrap | DiscussionGoogle ClassroomLinks to music tech sites and exploration of those sitesIntroduction to SoundtrapCreating and original piece of music in Soundtrap | Formative:Thumbs up/downWork on the chromebooksSteps in creating an original songSummative:Original composition in Soundtrap |
|  |  | Western, non-Western, and avant-garde notation systems have distinctly different characteristics.Stylistic considerations vary across genres, cultures, and historical eras. |  |  |  |
| **All Marking Period (Ongoing)** | **Listening Journal** | All students will demonstrate an understanding of the elements and principles that govern the creation of works of music.Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.Common recognizable musical forms often have characteristics related to specific cultural traditions.Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. All students will understand the role, development, and influence of the arts throughout history and across cultures.Map historical innovations in music that were caused by the creation of new technologies.Differentiate past and contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.Analyze the social, historical, and political impact of artists on culture and the impact of the culture on the arts. Technological changes have and will continue to substantially influence the development and nature of the arts.Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.The arts reflect cultural morays and personal aesthetics throughout the ages.All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.Stylistic considerations vary across genres, cultures, and historical eras.Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality | Classical MusicContemporary GenresDiversity in Music LGTB+ ArtistsDiversity in Music Race/ReligionDiversity in Music as if affects our societyHistory of Rock ‘n RollJazz MusicReggaeSocial Media ArtistsTraditional/Non Traditional InstrumentsWoodstockWorld Music

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

 | Reading and recording of informational textGoogle ClassroomGoogle SlidesGoogle FormsDiscussion of life issues as they affect artists and societyListeningMusical elementsChromebookPromethean BoardHistorical calendar connections | Formative:Thumbs Up/DownDiscussionSummative:Daily submission of Listening Journal Google Form |

|  |  |
| --- | --- |
|  |  |
|  |
|

|  |
| --- |
|  |

 |
|

|  |
| --- |
|  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |

 |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |