

# 8th Grade - Unit 1 (Keyboards)

Content Area: **Music**  
Course(s): **Music 8**  
Time Period: **Generic Time Period**  
Length: **10 Lessons**  
Status: **Published**

## Established Goals/Standards

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MU.6-8.1.3A.8.Cn	Connecting
MU.6-8.1.3A.8.Cr	Creating
MU.6-8.1.3A.8.Pr	Performing
MU.6-8.1.3A.8.Re	Responding
MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.8.Pr6	Conveying meaning through art.
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the

	connections to an interest or experience for a specific purpose.
MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
MU.6-8.1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Essential Questions

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- How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience?
- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present?

## Enduring Understanding

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- An introduction to the keyboard and playing Middle C.
- Students choose solo, duet, trio, or ensemble for final performance.
- Students learn and play pieces with 3 simple chords.
- Students learn notes C and D in bass and treble clefs.
- Students perform their final piece alone or in groups for a live audience.
- Students play C, D, E, and F in bass and treble clefs.
- Students play C, D, E, F, and G in bass and treble clefs.
- Students play duets with melody parts.
- Students practice their performance piece alone or in groups and perform peer to peer evaluations.
- Students practice their performance piece alone or in groups.

## Purpose

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- The purpose of this lesson is to assist students in locating and playing notes C and D on the instrumental keyboard.
- The purpose of this lesson is to help students choose a keyboard piece among four options for their final performance.
- The purpose of this lesson is to help students locate and play chords C, F, and G on the keyboard using the treble and bass clefs.
- The purpose of this lesson is to help students locate and play notes C, D, E, and F on the keyboard using the treble and bass clefs.
- The purpose of this lesson is to help students locate and play notes C, D, E, F, and G on the keyboard using the treble and bass clefs.
- The purpose of this lesson is to help students prepare for an enjoyable performance experience.
- The purpose of this lesson is to help students prepare for their final performance through positive and constructive feedback.
- The purpose of this lesson is to introduce four pieces as options for the final performance while reinforcing students' ability to play chords C, F, and G.
- The purpose of this lesson is to introduce the instrumental keyboard and assist students in locating and playing middle C on the keyboard.
- The purpose of this lesson is to provide each student with an opportunity for growth as both a performer and an individual through the performance experience.

## **Key Student Objectives**

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- Choose a solo, duet, trio, or ensemble piece for the final performance.
- Generate at least two ideas for managing performance anxiety.
- Identify two tips for reducing tension and managing performance anxiety.
- Locate and play chords C, F, and G in the treble and bass clefs.
- Locate and play middle C on a full keyboard or handheld device.
- Locate and play notes C and D on the keyboard using the treble and bass clefs.
- Locate and play notes C, D, E, and F on the keyboard using the treble and bass clefs.
- Locate and play notes C, D, E, F, and G in the treble and bass clefs.
- Name at least two types of keyboards and describe how they might be used.
- Offer at least one way participating in a musical performance could benefit other areas of life.
- Perform a solo, duet, trio, or ensemble piece for the final performance.
- Play a song containing chords C, F, and G in the treble clef with supporting notes in the bass clef.
- Play a song containing chords C, F, and G in the treble clef with supporting notes in the bass clef.
- Play a song containing notes C and D on the keyboard using the treble and bass clefs.
- Play a song containing notes C, D, E, F, and G in the treble and bass clefs.
- Play a song on the keyboard containing notes C, D, E, and F using the treble and bass clefs.
- Play through a solo, duet, trio, and ensemble piece as options for the final performance.
- Prepare a solo, duet, trio, or ensemble piece for the final performance.
- Recall at least one skill that could be acquired while learning to play a keyboard instrument.
- Recall the definition of chord as three or more different notes performed at the same time.

- Recall the Italian inventor of the pianoforte.
- Recall three ways classmates can help each other improve their performance.
- Recall two of the five keys for maximizing practice time.
- Recognize that an acoustic piano is not only a musical instrument, but a finely tuned machine as well.
- Rehearse a solo, duet, trio, or ensemble piece for the final performance.
- Review, locate, and play chords C, F, and G in the treble and bass clefs using keyboard workouts.