

8th Grade - Unit 2 (Asian Percussion)

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

Established Goals/Standards

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.Cr2	Organizing and developing 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.Re8	Applying criteria to evaluate 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.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
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.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
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

- How do context and the manner in which musical work is presented influence audience response?
- How do musicians improve the quality of their performance?
- How do musicians make creative decisions?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do we discern the musical creators' and performers' expressive intent?
- How does understanding the structure and context of music inform a response?
- When is creative work ready to share?

Enduring Understanding

- An introduction to the history and instruments of Asia with a focus on Indian percussion.
- An introduction to the history, geography, and percussion instruments of Japan with a focus on Taiko Drumming.
- Students begin creating a Taiko drumming piece with an A, B, and C section.
- students complete the B section of their piece.
- Students complete the C section of their piece.
- Students explore percussion instruments of the Middle East including the doumbek, tar, finger cymbals, and djembe.

- Students learn how musical culture spread through Asia throughout history.
- Students perform their final piece alone or in groups for a live audience.
- Students practice their performance piece alone or in groups and perform peer to peer evaluations.
- Students put the piece together and add movement choreography.

Purpose

- The purpose of this lesson is to assist groups as they compose a set of program notes to accompany an original Japanese percussion ensemble piece.
- The purpose of this lesson is to assist student groups as they begin composition of an original Japanese percussion ensemble piece.
- The purpose of this lesson is to assist student groups as they continue composition of an original Japanese percussion ensemble piece.
- The purpose of this lesson is to assist student groups as they design a visual aid, costuming, and stage presence to accompany the performance of an original Japanese percussion ensemble piece.
- The purpose of this lesson is to assist student groups as they perform an original Japanese percussion composition in a public recital.
- The purpose of this lesson is to assist student groups as they rehearse the performance of an original Japanese percussion composition.
- The purpose of this lesson is to familiarize students with the importance of the Silk Road in the development of Asia, particularly Japan.
- The purpose of this lesson is to introduce students to the music and culture of the Indian subcontinent.
- The purpose of this lesson is to introduce students to the music and culture of the Middle East.

Key Student Objectives

- Compose the A section of an original taiko drum ensemble which will contain a total of 3 sections (A, B, and C).
- Compose the B section, the second of three ostinato patterns for an original taiko drum ensemble.
- Compose the C section, the last of three ostinato patterns for an original taiko drum ensemble composition.
- Create a set of program notes to accompany a live performance.
- Critique the live performances of the other groups' original Japanese percussion ensemble compositions.
- Define choreography.
- Define onomatopoeia.
- Define Taiko.
- Demonstrate proper playing technique on at least two of the following instruments: doumbek, tambourine, tar (duff), and zills.
- Design and rehearse entrances and exits from the performance area.
- Develop at least two choreographed elements to accompany the A section (the first ostinato pattern).
- Develop at least two choreographed elements to accompany the B and C sections (the second and

third ostinato patterns).

- Identify Japan on a map showing the Silk Road.
- Identify the area known as the Middle East on a map.
- Identify the subcontinent of India on a map.
- Identify traditional Indian tabla.
- Identify two common types of taiko drums.
- List two facts about Middle Eastern culture and history.
- Participate in a dress rehearsal for a public performance.
- Perform a simple Indian tala.
- Perform a simple rhythm on a drum indicative of Japanese taiko drumming.
- Perform an original Japanese percussion ensemble composition in a public setting.
- Perform an original Japanese percussion ensemble to culminate the dress rehearsal.
- Produce an origami art form to enhance the performance of an original Japanese percussion ensemble.