

8th Grade - Unit 3 (Musical Styles)

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.Cr3	Refining and completing products.
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.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
MU.6-8.1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
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 generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do musicians make creative decisions?
- 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 music inform a response?
- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present?
- When is creative work ready to share?

Enduring Understanding

- An introduction to Jazz, Rock, and Hip-Hop styles, focusing on Jazz.
- Explore the history and foundations of Hip-Hop music.
- Explore the history and foundations of Rock music.
- Group work on the final project piece.
- Performance of group pieces and final evaluation.
- Students choose a Jazz, Hip-Hop, or Rock piece to complete for their performance.
- Students create hooks, fills, and improvisations on the guitar or Quaver Guitar App.
- Students learn to play and improvise a Jazz piece on the keyboard or Quaver Keyboard App.
- Students practice beatboxing, rapping, and freestyling creating beats with the Quaver Drum Kit App.
- Students rehearse their performance and perform peer to peer evaluations.

Purpose

- The purpose of this lesson is to assist project groups as they continue to fine tune their final performance presentations.
- The purpose of this lesson is to assist project groups as they continue to work on their final presentations.
- The purpose of this lesson is to assist student groups as each creates a piece of hip-hop music using a combination of instruments and technology.
- The purpose of this lesson is to assist student groups as each creates a short rock piece, adding bass, chords, hooks, fills, lyrics, and improvisation (as time allows).
- The purpose of this lesson is to expand students' understanding of the rock music style through activities such as playing along with a piece of rock music.
- The purpose of this lesson is to help student groups decide on and develop one of the three incomplete jazz, rock, or hip-hop pieces to present at the final performance.
- The purpose of this lesson is to help students analyze and understand the unique musical elements that constitute the hip-hop style.
- The purpose of this lesson is to introduce basic jazz improvisation terminology, and arranging.
- The purpose of this lesson is to introduce students to musical styles and analyze the difference between them.
- The purpose of this lesson is to invite each student group to give a verbal presentation and musical performance of their chosen style piece.

Key Student Objectives

- Add finishing touches to the final project piece.
- Analyze and evaluate each of the three project pieces.
- Arrange and improvise lyrics for a piece of hip-hop music.
- Beatbox bass drum, snare drum, and high hat sounds.
- Create a hip-hop piece from scratch and perform it for the class.
- Create a rock piece (backing track) using QGrooves.

- Create a story using improvisation.
- Create a verbal introduction for the final performance.
- Create written evaluations of each group's dress rehearsal performance.
- Decide which of the three music styles to arrange for the final project performance.
- Define "hook" and "fills."
- Define beatboxing.
- Define freestyle.
- Define the jazz terms "head" and "swing."
- Describe how improvisation could be helpful in a non-musical situation.
- Evaluate each group's performance, including our own.
- Finalize, in groups, the musical content of each section of our project piece as well as which part each group member will play.
- Freestyle rap and improvise in a group.
- Identify the chords, melody, and form of a jazz piece.
- Improvise a solo using the E minor pentatonic scale.
- Improvise during a four measure section of a jazz piece.
- Improvise using the E minor pentatonic scale during one verse of a rock song.
- List three elements unique to the style of jazz.
- Name six musical styles, including one key feature of each.
- Name three elements that make rock different from other musical styles.
- Perform created piece for the class.
- Perform our style piece in front of the same audience.
- Play a piece of rock music.
- Play along with a piece of hip-hop music.
- Play the melody and chords of a jazz piece.
- Present a verbal description of our style piece to a live audience.
- Use the E minor pentatonic scale to improvise in a jazz, rock, or hip-hop style.
- Work in groups to decide which group member will play which part in our chosen piece.