Music Harmonizing Instruments

Content Area: **Music**
Course(s): **Instrumental Music, Music**
Time Period: **May**
Length: **4 weeks**
Status: **Published**

Harmonizing Instruments Grade 8

Music Harmonizing Instruments Curriculum 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessment	Additional Standards
May Unit 1 Marking Period 3	1.3D.12nov.Cr1a: Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies. 1.3D.12nov.Cr2a: Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies. 1.3D.12nov.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of simple	Practice and perform selected musical pieces. Perform for an audience. Practice and perform individually and with a group. Respond to teacher feedback and revise performance. **Instructional Resources:** Teacher created **Student Technology:** Google Classroom QR code reader	**Formative Assessments:** •Student participation •teacher observation •Genre activities **Summative Assessments**: Band and/or Choir performances. **Benchmark Assessment:** BOY Benchmark Accommodations and Modifications	**Interdisciplinary** **Standard:** Art: 1.5.5.Re7a: Speculate about music artistic processes. **Technology Standard:** 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a music.

	melodies as well as chordal accompaniments for given melodies. 1.3D.12int.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as	**Teacher Technology:** Smart Board		

	well as two-to-three-chord accompaniments for given melodies.			
Unit 2 Marking	1.3D.12nov.Pr4a: Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context. 1.3D.12nov.Pr4c: Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes	Practice and perform selected musical pieces. Perform for an audience. Practice and perform individually and with a group. Respond to teacher feedback and revise performance. **Instructional Resources:** Teacher Created **Student Technology:** Google Classroom	**Formative Assessments:** • Student participation/ • teacher observation • Do Now Listening Assignments **Summative Assessments**: • Band and/or Choir performances. Accommodations and Modifications	**Interdisciplinary** **Standard:** PE: 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities **Technology Standard:** 8.2.8.ITH.1

	melodies, repertoire pieces and chordal accompaniments. 1.3D.12nov.Pr5a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.	**Teacher Technology:** ActivPanel		Explain how societal needs and wants influence the development and function of a music.

	1.3D.12int.Pr5a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances. 1.3D.12nov.Pr6a:			

	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.			
Unit 3	1.3D.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context. 1.3D.12nov.Re7b: Identify and describe how interest, experiences and contexts (e.g., personal, social) affect the evaluation of music.	Practice and perform selected musical pieces. Perform for an audience. Practice and perform individually and with a group. Respond to teacher feedback and revise performance.	**Formative Assessments:** • Student participation/ • teacher observation • Do Now listening assignments **Summative Assessments**:	**Interdisciplinary** **Standard: Career Readiness: 9.1.8.FP.4:** Analyze how familial and cultural values influence music. **Technology** **Standard:** 8.2.8.ITH.1

		Instructional Resources:	• Band and/or	Explain how

	1.3D.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate). 1.3D.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate). 1.3D.12nov.Re9a: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. 1.3D.12int.Re9a: Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.	Teacher created **Student Technology:** Google Classroom Band Lab for Education Chrome Music Lab Incredibox **Teacher Technology:** ActivPanel	Choir performances. Accommodations and Modifications	societal needs and wants influence the development and function of a music.

Unit 4	1.3D.12nov.Cr1a: Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies. 1.3D.12nov.Cr2a: Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies. 1.3D.12nov.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies. 1.3D.12int.Cr3a: Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord	Practice and perform selected musical pieces. Perform for an audience. Practice and perform individually and with a group. Respond to teacher feedback and revise performance. **Instructional Resources:** Teacher created **Student Technology:** Google Classroom Chrome Music Lab Incredibox App **Teacher Technology:** ActivPanel	**Formative Assessments:** • Student participation/ • teacher observation • Do Now listening assignments **Summative Assessments**: • Band and/or Choir performances. **Benchmark Assessment:** EOY Benchmark Accommodations and Modifications	**Interdisciplinary** **Standard: Art: 1.5.5.Cr3a:** Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in music making. **Technology** **Standard:** 8.2.8.ITH.1 Explain how societal needs and wants influence the development and function of a music.

	accompaniments for given melodies. 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts,			

	other disciplines, varied contexts, and daily life. 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.			

Alternate Assessments: Performance assessment, different music genres and performances
21st Century Standards: 9.2.8.B.3, 9.2.8.B.4

21st Century Skills: Creativity, Productivity, Social Skills

Career Ready Practices: CRP 1, CRP 2, CRP 6 & CRP 9