

## Pacing chart General Music 8

Each week will focus on different parts of the National Core Standards. There are activities that will focus on each of those standards.

### **National Core Arts Standard: Connecting**

#### **Enduring Understandings:**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

#### **Essential Questions:**

- 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?
- Explore how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

#### Week 1-2

- Explore understanding of relationships between music and other arts, other disciplines, varied contexts and daily life.

#### Week 3-4

- With limited guidance, explore how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- With limited guidance, explore understanding of relationships between music and other arts, other disciplines, varied contexts and daily life.

#### Week 5-6

- Using teacher-provided prompts, demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Using teacher-provided prompts, demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

#### Week 7-8

- Develop language and vocabulary for demonstrating how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Develop language and vocabulary for understanding relationships between music and other arts, other disciplines, varied contexts and daily life.

#### Week 9-10

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

## **National Core Arts Standard: Creating**

### **Enduring Understandings:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.

### **Essential Questions:**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?

#### **Week 1-2**

- With teacher guidance, develop simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent.
- With teacher guidance, develop, and document personal musical ideas for arrangements and composition within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- With teacher guidance, develop and use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
- With teacher guidance, evaluate their own work, using teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- With teacher guidance, present the rough draft version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and end, and convey expressive intent.

#### **Week 3-4**

- With limited guidance, develop simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent.
- With limited guidance, develop, and document personal musical ideas for arrangements and composition within AB or ABA form that demonstrate an effective beginning, middle, and end, and convey expressive intent.
- With limited guidance, develop and use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
- With limited guidance, evaluate their own work, using teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- With limited guidance, present the rough draft version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

#### Week 5-6

- Using teacher-provided examples, develop simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Using teacher-provided prompts, develop, and document personal musical ideas for arrangements and composition within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Using teacher-provided criteria, present the rough draft version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent

#### Week 7-8

- Develop simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Develop, and document personal musical ideas for arrangements and composition within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Develop and use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
- Evaluate their own work, using teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Present the rough draft version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

#### Week 9-10

- Generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent.
- Select, organize, construct, and document personal musical ideas for arrangements and composition within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

## National Core Arts Standard: Performing

### Enduring Understandings:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

### Essential Questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

### Week 1-2

- With guidance, analyze selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- With guidance, identify how cultural and historical context inform performances.
- With guidance, perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.
- With guidance, identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.
- With guidance, perform the music with technical accuracy to convey the creator's intent.
- With guidance, demonstrate performance decorum and audience etiquette appropriate for venue and purpose.

### Week 3-4

- With limited guidance, analyze selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- With limited guidance, identify how cultural and historical context inform performances.
- With limited guidance, perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.
- With limited guidance, identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.
- With limited guidance, perform the music with technical accuracy to convey the creator's intent.
- With limited guidance, demonstrate performance decorum and audience etiquette appropriate for venue and purpose.

## Week 5-6

- With teacher-provided prompts, analyze selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- With teacher-provided prompts, identify how cultural and historical context inform performances.
- With teacher-provided prompts, perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.
- With teacher-provided prompts, identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.
- With teacher-provided prompts, perform the music with technical accuracy to convey the creator's intent.
- With teacher-provided prompts, demonstrate performance decorum and audience etiquette appropriate for venue and purpose.

## Week 7-8

- Develop an understanding when analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- Develop an understanding to identify how cultural and historical context inform performances.
- With developed prompts, perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.
- Develop, Identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.
- Perform the music with technical accuracy to convey the creator's intent.
- Demonstrate performance decorum and audience etiquette appropriate for venue and purpose.

## Week 9-10

- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- Identify how cultural and historical context inform performances.
- Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.
- Identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.
- Perform the music with technical accuracy to convey the creator's intent.
- Demonstrate performance decorum and audience etiquette appropriate for venue and purpose.

## **National Core Arts Standard: Responding**

### **Enduring Understandings:**

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

### **Essential Questions:**

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

#### **Week 1-2**

- With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
- With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.)
- With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

#### **Week 3-4**

- Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes
- Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
- Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
- Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

#### **Week 5-6**

- Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes
- Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
- Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

- Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

#### Week 7-8

- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
- Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

#### Week 9-10

- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- Describe how the elements of music and expressive qualities relate to the structure of the pieces.
- Identify the context of music from a variety of genres, cultures, and historical periods.
- Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
- Apply teacher-provided criteria to evaluate musical works or performances.