

GOOD SHEPHERD EPISCOPAL SCHOOL

8TH GRADE MUSIC YEAR AT A GLANCE

Trimester	Month	Topics	Skills
Trimester 1 8/27-11/14	August	<ul style="list-style-type: none"> ▶ Introduction ▶ Folder Set Up 	
	September	<ul style="list-style-type: none"> ▶ Rules/Expectations/Organization ▶ Classroom Set up/Procedures ▶ Duties & Responsibilities ▶ Schoology ▶ Seating Chart ▶ Harvard Protocol ▶ Rhythm Project # 1: Reading Notation ▶ Music Sharing Repertoire ▶ Creative Expression: Soprano Recorder 	<ul style="list-style-type: none"> ▶ Response/evaluation. The student responds to and evaluates music and musical performances. ▶ Participate in small ensemble drumming activity. <ul style="list-style-type: none"> ● Read, play, create, and arrange complex rhythmic phrases via drumming. ● Notate meter, rhythm, tempo and dynamics, using standard symbols. ▶ Have open discussion for bringing song ideas for sharing; worksheet and guidelines provided. Design and apply criteria for evaluating the quality and effectiveness of song selection. Identify music forms presented. ▶ Participate in small group recorder ensemble. <ul style="list-style-type: none"> ● Sight-read music in treble clef in various keys and meters. Notate meter, rhythm, tempo, pitch, dynamics using standard symbols.

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	October	<ul style="list-style-type: none"> ▶ Music Sharing Repertoire Analysis - continued ▶ Rhythm Project # 1: Reading Notation ▶ Other repertoire ▶ Prepare for GSES presentation (i.e. Lamplighter) ▶ Active listening 	<ul style="list-style-type: none"> ▶ Listen/analyze/discuss and choose song selections for music sharing. ▶ Transfer composition to pitched percussion, being conscious of articulation when performing. Notate meter, rhythm, tempo, and dynamics, using standard symbols. Create form using improvisation. Establish criteria for evaluation. (Rubrics) ▶ Sing or play an instrument individually and in groups, performing a varied repertoire of music. Student demonstrates fundamental skills and basic performing techniques. ▶ If applicable, select songs, parts, and introductions. Rehearse, block, and perform. ▶ Classify aurally presented music. Related content to story line. Create story line, act out improvisational skits/costumes.
Trimester 2 11/17-2/27	November (End of First Trimester/ Beginning of Second Trimester)	<ul style="list-style-type: none"> ▶ Response/evaluation and Reflection ▶ Found Instruments Project 	<ul style="list-style-type: none"> ▶ Classify aurally presented music video. Design and apply criteria for evaluation and reflection. Musical period – to be determined. ▶ In small groups, demonstrate characteristic instrumental timbre, create theme including visual and aural presentation. Perform expressively, with created complex rhythmic and melodic phrases. Create criteria for assessment. Option – arrange for Garage Band.

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December	<ul style="list-style-type: none"> ▶ Garage Band Arrangement ▶ Prepare for Celebration of Giving Performance 	<ul style="list-style-type: none"> ▶ Write, arrange, or create Garage Band arrangement to include complex rhythmic and melodic phrases and contrasting sections in extended form including interludes and improvisation. Perform live over composition. ▶ Create song material, arrange and assign parts. Perform expressively incorporating appropriate stylistic qualities. Demonstrate large-ensemble performance.
January	<ul style="list-style-type: none"> ▶ Music Sharing Performance <ul style="list-style-type: none"> ● Rehearsing, blocking ● PowerPoint presentation ● Sequence, lines ● Evaluation ▶ Baritone Ukulele 	<ul style="list-style-type: none"> ▶ Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. <ul style="list-style-type: none"> ● Write lines for sharing, block and rehearse on stage. ● Create PowerPoint for sharing. ● Discuss sequence, performance attire, and grading criteria for performance. ● After performance, evaluate the quality and effectiveness of personal musical performance. ▶ TSW play an instrument individually and in groups: Perform independently with accurate intonation and rhythm. <ul style="list-style-type: none"> ● To include: tuning, identifying parts of the instrument, position marks, reading chords, playing & singing simultaneously. ● Create, arrange, and perform complex rhythmic and melodic phrases. ● Assess individual demonstrating fundamental skills and technique,

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	February	<ul style="list-style-type: none"> ▶ 12 Bar Blues ▶ House of Blues Project 	<ul style="list-style-type: none"> ▶ TSW perform, from memory and notation, a varied repertoire of music representing styles. <ul style="list-style-type: none"> ● Review basics for playing, including reading music, adding variations, etc ● Identify and play 12 bar blues progression on ukes and barred instruments in the key of G. ● Learn basic terminology: chord, progression, root, third, measures, common tones, walking bass line, turn around chord. ▶ Student relates music to history, to society, and to culture. <ul style="list-style-type: none"> ● Discuss and assign Decades Project to coincide with Blues studies. 1920's – present day will be covered. ● Perform and/or arrange music representative of diverse cultures, including American and Texas heritage. ● Discuss requirements for small group project with assigned dates. ● Evaluation: apply specific criteria appropriate for the style of the music.
Trimester 3 2/28-5/30	March	<ul style="list-style-type: none"> ▶ Continue with Decade Projects ▶ End of Year Music Sharing 	<ul style="list-style-type: none"> ▶ Classify aurally-presented music representing diverse styles, periods, and cultures. ▶ Identify song selections for sharing. Create, arrange, and establish form and sequence. Write introductions and PowerPoint presentation.
Trimester 3 2/28-5/30	April	<ul style="list-style-type: none"> ▶ End of Year Music Sharing ▶ Music Decade Final Project 	<ul style="list-style-type: none"> ▶ Set stage, mics, & instruments. Review sequence & introductions. Review performance attire. Check and proof read PowerPoint. ▶ Classify aurally-presented music representing diverse styles, periods,

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		and cultures. Relate the content, the concepts, and the processes of subjects other than the arts to those of music. In groups, present final project based on given criteria.
May	<ul style="list-style-type: none"> ▶ Finish Music Decade Final Project ▶ Optional Project: Teach and prepare a music lesson for elementary students. 	<ul style="list-style-type: none"> ▶ Finish Decade Projects. Write reflection paper to express their feelings about the project. ▶ Write lesson and objectives for elementary students. Peer teach, and then teach elementary students. Share and finish with a reflection.

* This YAG will change. It is meant only to provide a quick look at the topics that will be addressed during the school year. Class progress, ERB testing, school trips, and inclement weather will all merit YAG adjustments.