



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

<p>Course Title: Essential Music</p> <p>Grade Level(s): 8</p> <p>Units of Credit: .25</p> <p>Classification: Required</p>	<p>Length of Course: 7.5 cycles</p> <p>Periods Per Cycle: 6</p> <p>Length of Period: 47 minutes</p> <p>Total Instructional Time: 35.25 hours</p>	
<i>Course Description</i>		
<p>Students will study advanced musical basics including meter, piano technique, melodic development and design, and music theater from 1600 - present. They will end the course with 1) a greater appreciation and understanding of why music can vary greatly in expression and style, 2) a beginning understanding of piano proficiency, and 3) an understanding of why and how music theater developed and spread around the world.</p>		
<i>Instructional Strategies, Learning Practices, Activities, and Experiences</i>		
<p>Bell Ringers Class Discussion Flexible Groups Best Practices Strategies</p>	<p>Posted Objectives and Agenda Teacher Demonstration Homework Practice Tracks</p>	<p>Guided Practice Online Resources Formal and Informal Assessments</p>
<i>Assessments</i>		
<p>Formative and Informative Assessment</p>	<p>Performance</p>	<p>Self-evaluation</p>
<i>Materials/Resources</i>		
<p>Teacher Created Resources District Provided Technology</p>	<p>Piano Literature Audio Recording</p>	<p>Classroom Set of Pianos or Keyboards</p>

Adopted: 3/16/88

Revised: 9/3/91; 5/21/99; 8/17/05; 5/15/2017

Rhythm	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>1. Rhythm</p> <ul style="list-style-type: none"> A. Notation B. Performance C. Pulse/Beat D. Measure E. Meter F. Time Signature G. Tempo 	<p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>9.3.8.A Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.8.B Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>9.3.8.C Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p>

Rhythm (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.3.8.D Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>9.3.8.E Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>9.3.8.F Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.3.8.G Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p> <p>9.4.8.A Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p> <p>9.4.8.B Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).</p> <p>9.4.8.C Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p>9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p>Objectives</p> <p>Students will identify rhythmic notes by name and sight.</p> <p>Students will define meter and pulse as they relate to music.</p> <p>Students will explain time signatures.</p> <p>Students will describe aspects of simple meter to help distinguish it from other meters.</p> <p>Students will define subdivision.</p> <p>Students will describe aspects of compound meter to help distinguish it from other meters.</p> <p>Students will explain the difference in interpretation between simple and compound meter.</p> <p>Students will apply knowledge of time signatures to compound meter.</p> <p>Students will explain how simple and compound meter look different.</p> <p>Students will identify specific characteristics of mixed meter.</p> <p>Students will clarify the difference between alternating and changing mixed meter.</p> <p>Students will explain how to interpret irregular meter.</p>

Melody, Harmony, and Piano	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>2. Melody, Harmony, and Piano</p> <ul style="list-style-type: none"> A. Staff Identification B. Treble Clef C. Bass Clef D. Grand Staff E. Intervals F. Historical Context G. Keyboard Technique H. Piano Key Names I. Note Names J. Harmony K. Texture 	<p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>9.2.8.A Explain the historical, cultural, and social context of an individual work in the arts.</p> <p>9.2.8.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>9.2.8.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>9.2.8.D Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.8.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p>9.2.8.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>

Melody, Harmony, and Piano (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.2.8.G Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America <p>9.2.8.H Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts.</p> <p>9.2.8.I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>9.3.8.A Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.8.B Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>9.3.8.C Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>9.3.8.D Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>9.3.8.E Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>9.3.8.F Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.3.8.G Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p> <p>9.4.8.A Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p>

Melody, Harmony, and Piano (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.4.8.B Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).</p> <p>9.4.8.C Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p>9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p>Objectives Students will identify the originator of music notation. Students will recite three types of Gregorian chant. Students will explain the difference between white and black keys on the piano. Students will name the keys on the piano. Students will differentiate the grand staff from the treble and bass clef. Students will define "interval." Students will define "Melodic Interval." Students will define "Harmonic Interval." Students will compare and contrast Melodic and Harmonic intervals to state the visual and aural differences between the two. Students will define chord. Students will compare chord with "Harmonic Interval."</p>

Musical Form	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>3. Musical Form</p> <ul style="list-style-type: none"> A. Section-based B. Contrapuntal C. Rondo D. Phrase E. Repetition F. Contrast 	<p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>Objectives Students will explain and demonstrate musical form. Students will label form by sight and ear.</p>

Timbre	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>4. Timbre A. Ethnomusicology B. Cultural Context</p>	<p>9.3.8 Critical Response A. Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music). C. Identify and classify styles, forms, types, and genre, within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song). D. Evaluate works in the arts and humanities using a complex vocabulary of critical response. E. Interpret and use various types of critical analysis in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism F. Apply the process of criticism to identify characteristics among works in the arts. G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p> <p>9.4.8 Aesthetic Response A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre). B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website). C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>). D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p>

Timbre (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Objectives Students will define ethnomusicology. Students will define timbre. Students will state the specific indicators for each ethnomusicology classification. Students will visually analyze instruments in order to determine the proper classification for the instrument.</p>

Musical Theater	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>5. Musical Theater</p> <ul style="list-style-type: none"> A. Opera B. Broadway Musicals C. Ballet D. Setting E. Cultural Significance F. Emotional Context G. Cultural Context 	<p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>9.3.8.A Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>9.3.8.B Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>9.3.8.C Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>9.3.8.D Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p>

Musical Theater (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.3.8.E Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>9.3.8.F Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.3.8.G Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p> <p>9.4.8.A Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p> <p>9.4.8.B Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserv or at an artist's website).</p> <p>9.4.8.C Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p>9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p>Objectives</p> <p>Students will define "Act" and "Scene" as they relate to stage productions.</p> <p>Students will evaluate the purpose and emotional impact for songs in a Music Theater production.</p> <p>Students will explain how the plot is moved along through music.</p> <p>Students will assess emotional impact of music in music theater.</p>