

8th Grade General Music

Unit 4 - Composition

Unit Description

In this unit (which takes place in two parts), students will use an electronic music notation program to create original music. Students will produce two basic pieces - the first being a two part composition with a melody and an accompaniment, and the second being a composition that follows all the guidelines of the 12 Bar Blues form. Students will use basic notation in the treble clef to create their melodies as well as receive an introduction to bass clef in the Blues composition, and they will be expected to use a variety of rhythmic values in each piece. Additional elements of music such as timbre, tempo, dynamics, etc. will also be included as ways to enhance the final products.

Unit Essential Skills

In this unit, students will...

- Create music that is original and unique within the guidelines of a particular music form
- Use steps and skips, rather than leaps, between notes to maintain a smooth contour in their melodies
- Use a variety of rhythmic values to add interest to their melodies
- Utilize several tools to add additional elements of music to enhance their initial melodies.
- Create two (or more) parts that complement each other in rhythm and pitch
- Successfully follow the 12 bar blues format in all parts of the Blues Composition

Main Content Standards Covered in Unit

CREATE

1)MU:Cr1.1.8.a - Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

3) MU:Cr2.1.8.b - Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

4) MU:Cr3.1.8.a - Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

Books, Articles or Other Resources

Noteflight Learn - Music Notation Platform

Unit Assessments (85% of overall unit letter grade)

Assessment Name	Assessment Type
Melody with Accompaniment	Composition
Composition Reflection	Written
Blues Composition	Composition

Additional formative assessments may be used in this unit to provide practice opportunities and track progress. Formative assessments may include quizzes and learning activities. They may be graded towards the academic grade or may be counted towards the PRIDE (effort grade).

Unit PRIDE Score (15% of overall unit letter grade)

- In class discussion of expectations and PRIDE.
 - Persistent - I will try my best and not give up, even when it is difficult.
 - Respectful - I will treat my materials, my classroom, my teacher, and my peers with respect.
 - Independent - I will use my resources to try to find answers to my questions first, and will ask the teacher if I still need help after that.
 - Disciplined - I will follow all school and classroom rules and routines with minimal reminders.
 - Engaged - I will use independent work time effectively, focus when the teacher is talking and giving directions, and participate in all full class activities
- Students will receive Bi-Weekly PRIDE grades assessing their PRIDE as it relates to the above listed expectations.
- At the end of the unit, students will reflect on their PRIDE - Did they meet the predetermined expectations? If so, How? If not, How can they improve?