



## Unit Planner: Unit 3: Creating and Analyzing Music Music 8

\*Archdiocesan Essential Curriculum / 2021-2022 / Grade 8 / Visual & Performing Arts / Music 8 (**BP**) / Week 4 - Week 13

### Unit 3: Creating and Analyzing Music

Stage 1: Desired Results	
<b>General Information</b>  Analyzing music and creating original compositions.	<b>Essential Question(s)</b>  <ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians improve the quality of their creative work?</li> <li>• When is creative work ready to share?</li> </ul>
<b>Enduring Understandings and Knowledge</b>  <b>Students will:</b> <ul style="list-style-type: none"> <li>• use knowledge of musical elements such as tempo, dynamics, instruments, notation, and add melody to create original compositions.</li> </ul>	<b>Skills</b>  <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create original works using musical elements</li> <li>• Share and demonstrate their knowledge through composition.</li> <li>• Rhythm on a roll-compositions with melody/pitch.</li> </ul>
<b>Connections to Catholic Identity / Other Subjects</b>	<b>Vocabulary</b> -Exposition, Development, Recapitulation. (Sonata/Allegro form). -Motif
<b>Standards &amp; Frameworks Addressed</b> <b>MD: Fine Arts: Music (2017)</b> <b>MD: Grades 6-8 Presenting</b> <b>Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.</b> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.</li> <li>• Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ul> <b>Essential Question:</b> <ul style="list-style-type: none"> <li>• How do performers select repertoire?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How do performers interpret musical works?</li> </ul> <p>I:6-8:1: Apply criteria to determine the selection of music for performance based on purpose, context, technical skill, and artistic qualities.</p> <p>I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.</p> <p>E:6-8:1: With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions.</p> <p>E:6-8:3: Support and justify the use of artistic qualities when interpreting music for performance.</p>	
<b>Anchor Standard 5 Develop and refine artistic work for presentation.</b> <b>Enduring Understanding:</b>	

- 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.

**Essential Question:**

- How do musicians improve the quality of their performance?

I:6-8:1: Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of performance.

E:6-8:1: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

E:6-8:2: Apply feedback to improve and refine music in rehearsal.

E:6-8:3: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

**Anchor Standard 6 Convey meaning through the presentation of artistic work.**

**Enduring Understanding:**

- Musicians judge performances based on criteria that vary across time, place, and cultures.

**Essential Question:**

- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?

I:6-8:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer's intent.

I:6-8:2: Demonstrate performance decorum appropriate to the context.

E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.

E:6-8:3: Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.

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