



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade
Unit Title and Purpose	Unit 1: Music History In this unit, students cultivate an appreciation for music history and its cultural impact by exploring significant musical periods, analyzing compositional elements, and developing critical listening skills. Students engage in independent research and presentation, while also examining the role of music in film to understand its power in storytelling and emotional expression.
Timeframe	Ongoing (builds all year)
Vision of the Graduate	
Communicator: Students engage in music listening and analyzing from different time periods and cultures. They practice active listening and respectful discourse, and gain a deeper understanding of music and how it can influence society.	
Unit Priority Standards	
MU:Cr1.1.7.a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent. MU:Pr4.2.8c. Identity how cultural and historical context inform performance and results in different musical effects.	
Unit Supporting Standards	
Responding, Anchor Standard 8. Interpret Intent and meaning in artistic work. Connecting, Anchor Standard 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
Essential Questions	
Why is it important to learn about and appreciate music from different eras? How do historical events and social movements influence the creation and evolution of music? How can music be used as a tool for social commentary and change? What are the unique musical characteristics and cultural significance of music from different parts of the world? How can understanding music history enhance our appreciation for contemporary music?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Analyze and compare musical styles within a specific historical period. Research and respond to their similarities / differences. 2. Evaluate the impact of social, political, and cultural context on musical development. 3. Develop critical listening skills to identify and analyze musical characteristics from diverse world music traditions. 4. Describe musical experiences using appropriate vocabulary.	Historical context 1. Understanding the social, political, and cultural factors influencing music. Musical elements 2. Knowledge of melody, rhythm, harmony, timbre, and texture. Cultural diversity 3. Awareness of different musical traditions and their cultural significance. Musical vocabulary



Wethersfield Public Schools

SDMS Curriculum: General Music B

5. Demonstrate respectful and open-minded listening towards different musical styles. 6. Analyze and evaluate music based on specific criteria.	1. A range of terms to describe musical characteristics and experiences.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Conduct research on a chosen historical period, identifying key composers, works, and cultural influences. • Analyze selected musical works from the chosen period, identifying and describing musical elements in relation to historical context. • Compare and contrast musical styles from different historical periods, highlighting similarities and differences. • Demonstrate active listening skills by providing detailed descriptions of musical works, using appropriate musical vocabulary. • Participate in class discussions and activities with an open mind, respecting diverse musical perspectives.	Listening: • Teacher Created Youtube Playlists for classroom (<i>Please note: Students will not have access to Youtube unless teacher provides link</i>) • Metropolitan Opera: Live in HD • Lincoln Center Concerts for Kids • Scores: IMSLP (International Music Score Library Project) • TeachRock: Standards-aligned curriculum using popular music to analyze its cultural context. • Learning for Justice: Teaches students how to analyze song lyrics for deeper meaning.



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade
Unit Title and Purpose	Unit 2: Music Literacy Learning music notation equips middle schoolers with critical thinking, visual-spatial, and cognitive skills, fostering creativity and collaboration and a deeper understanding of music.
Timeframe	Ongoing (builds all year)
Vision of the Graduate	
Communicator: Students learn to read and write in western music. They also explore music notation in other time periods and cultures, as well as tablature.	
Problem Solver: Students work through learning and reading in a new musical language. This will take critical thinking skills, visual-spatial intelligence and memory skills.	
Unit Priority Standards	
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.	
MU:Pr4.2.8.b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	
Unit Supporting Standards	
Creating Anchor Standard 2. Organize and develop artistic ideas and work.	
Performing/Presenting/Producing Anchor Standard 6. Convey Meaning through the presentation of artistic work.	
Essential Questions	
How does learning to read music open up new possibilities for our musical expression?	
How has music notation evolved throughout history?	
How can reading music notation help us understand and appreciate music from different cultures and eras?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Read and perform from 2.5 Octave from Treble Clef Staff (Introduction of ledger lines) 2. Read and perform from 1 octave Bass Clef (new clef introduction) 3. Identify and clap or tap whole, half,quarter, eighth and sixteenth notes and rests. 4. Perform simple and syncopated rhythmic patterns solo and as a class with steady tempo. 5. Perform with dynamic contrasts (PPP - FFF) 6. Create rhythmic patterns in both written notation and to perform.	Rhythm and Notation 1. Note values: Understanding the duration of whole, half, quarter, eighth and sixteenth notes and rests. 2. Meter: Recognizing and counting different time signatures (e.g., 4/4, 3/4). 3. Rhythm patterns: Identifying and creating basic rhythmic combinations. 4. Treble clef and Bass Clef: Understanding the placement of notes on the staff. Performance Skills 1. Dynamics: Understanding the concept of loudness and softness in music. 2. Tempo: Maintaining a steady beat and adjusting speed as needed.



Wethersfield Public Schools

SDMS Curriculum: General Music B

	3. Musical phrasing: Creating musical sentences with expression and phrasing. 4. Ensemble playing: Coordinating with others to create a unified sound. Creativity 1. Improvisation: Strategies for experimenting with different rhythms and patterns. 2. Composition: Techniques for creating original rhythmic ideas and notating them.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Rhythm and Notation: - Identify and differentiate between whole, half, quarter, eighth, and sixteenth notes and rests on the treble and bass clefs within a single octave. They will demonstrate understanding of the relationship between note values and duration through visual and kinesthetic activities. - Create simple rhythmic patterns using note values. - Transcribe simple rhythms from listening into written notation. Performance Skills: - Perform melodies from the treble clef within one octave in solfege (singing) or on keyboard instrument or pitched based percussion (Xylophone or boomwhackers) - Play rhythmic patterns independently and with a group with a steady tempo. - Demonstrate the ability to identify and control dynamic levels in performance by accurately executing piano and forte markings, creating clear contrasts in volume. Creativity: - Improvise rhythmic patterns using clapping or numbers. - Compose short rhythmic pieces and notate them. - Perform rhythmic compositions. (Bucket drumming, body percussion)	- SmartMusic: Home.smartmusic.com - Boomwhackers playalong (youtube) - Body percussion play along (Youtube) - Bucket Drumming Practice Websites: - The Music Interactive - Note Reading Exercises at Music Theory.net - Music Racer (All Instruments) - Music Tech Teacher



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade
Unit Title and Purpose	Unit 3: Music Composition This unit extends the Music Literacy unit. It builds on students' foundational knowledge of music notation, rhythm, and clefs, enabling students to create their own original music. It will focus on both handwritten and technology based music notation.
Timeframe	Ongoing (all year)
Vision of the Graduate	
Communicator: This unit will help students develop as a communicator by providing them with a new language and a structured way to express themselves. Students are working to expand their skills from reading music to creating it.	
Unit Priority Standards	
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. MU:Cr2.1.8.a. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.	
Unit Supporting Standards	
MU:Re8.1.8.a. Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.	
Essential Questions	
How can we use musical notation to communicate our ideas clearly to others? What choices does a composer make to create a specific mood or feeling in a piece of music? How can music be a form of self-expression, and what is unique about my own musical voice?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Handwrite musical notation on the staff, key signatures, time signatures and basic rhythms. 2. Use Flat or similar software to digitally notate music. 3. Compose melodies. 4. Add in expressive techniques such as dynamics, articulations and/or repeats etc. 5. Use Musical Form 6. Check work for accuracy, including number of beats in a measure, correct bar lines.	Foundational Music Notation: 1. The Staff: Understand the purpose of the five lines and four spaces, and how notes are placed on them. 2. Clefs: Recognize and understand the function of the treble and/or bass clefs to determine pitch. 3. Key Signatures: Understand how a key signature (e.g., C major, G major) indicates which notes are sharp or flat throughout a piece. 4. Time Signatures: Recognize the meaning of the top and bottom numbers in a time signature (e.g., 4/4, 3/4) to determine how many beats are in each measure.



Wethersfield Public Schools

SDMS Curriculum: General Music B

	5. Rhythm and Meter: Understand note values (whole, half, quarter, eighth notes and rests) and how they combine to fill a measure. Compositional & Expressive Techniques: 1. Melody: Understand what a melody is and how to create one that is both musically interesting and follows the rules of the selected key and time signature. 2. Dynamics: Recognize and apply a range of dynamic markings (e.g., p, f, crescendo) to control the volume and emotional impact of a composition. 3. Articulation: Understand and use articulation markings (e.g., staccato, legato) to shape the sound of individual notes. 4. Musical Form: Recognize and use basic musical structures like repeats and different sections (e.g., A-B, AABA). Digital and Analytical Skills: 1. Notation Software: Understand the basic functions of a digital notation platform like Flat, including how to input notes, rests, and expressive markings. 2. Compositional Accuracy: Know how to review and revise their own work to ensure it is musically coherent and correctly notated. This includes: ○ Measure Integrity: Ensuring each measure has the correct number of beats as dictated by the time signature. ○ Bar Lines: Placing bar lines correctly to divide the music into measures.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Notation: ● Find errors in pre-written music examples. ● Finish the composition activities. ● Count and check rhythms for accuracy. ● Physically drawing musical symbols for notes, rhythms and articulations; draw musical staff. ● Practice Clef drawing.	Music Notation Software: ● Flat ● MuseScore ● Arrangements examples ● Soundtrap Printable Materials:



Wethersfield Public Schools

SDMS Curriculum: General Music B

Digital Skills:

- Scavenger hunt challenges within Flat or similar software (find the quarter note, clefs, forte, etc.)
- Digital melody composition tasks within Flat or similar software.
- Use playback audio.

- Blank staff paper and rhythm grid worksheets.
- Reference charts for key signatures, dynamic markings, and articulation symbols.

Online Resources:

- [MusicTheory.net](https://www.musictheory.net) note reading practice



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade
Unit Title and Purpose	Unit 4: Ukulele and Guitar
Timeframe	8 weeks
Vision of the Graduate	
Collaborator: Performing on instruments within an ensemble is a collaborative process. Students work on both physical technique skills needed to learn instruments as well as communication skills needed to function within a group of musicians working towards the same goals.	
Unit Priority Standards	
MU:Cn10.1.8.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Unit Supporting Standards	
MU:Pr4.2.8a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	
MU:Pr4.2.7.b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.	
Essential Questions	
How can understanding the basics of vocal technique and ukulele playing enhance musical expression and performance?	
What is the role of collaboration and ensemble playing in creating a unified musical experience?	
How do voice and ukulele complement each other to create harmonic and rhythmic interest?	
How does exploring vocal and ukulele music contribute to a deeper appreciation for different musical styles and genres?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Demonstrate proper vocal production, posture, and breathing techniques while singing simple melodies with accuracy and expression. 2. Demonstrate basic ukulele chord knowledge, strumming patterns, and finger placement while playing simple melodies and accompaniments. 3. Perform simple vocal and ukulele arrangements, demonstrating skills in blending, intonation, and rhythmic coordination. 4. Practice vocal harmonies and ukulele accompaniment, exploring the interplay between the two instruments and developing a basic understanding of chord progressions.	Vocal Technique and Musicianship 1. Vocal production: breath support, intonation 2. Posture: alignment for optimal vocal performance 3. Melody: understanding pitch relationships and intervals 4. Rhythm: understanding and performing basic rhythmic patterns 5. Dynamics: controlling volume Ukulele Concepts 1. Chords: basic chord shapes 2. Strumming patterns/techniques 3. Intonation: tuning the ukulele, playing in tune. 4. Finger placement: proper positioning of



Wethersfield Public Schools

SDMS Curriculum: General Music B

	fingers on the fretboard Ensemble Playing 1. Blending: matching ensemble sounds/ tone. 2. Intonation: tuning instruments to each other 3. Rhythm: maintaining a steady tempo and coordinating parts Vocal and Ukulele Relationship 1. Harmony: understanding basic chord progressions 2. Accompaniment: coordinating vocal melody with ukulele chords
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Basic vocal technique ● Practice vocal warm-ups and exercises ● Sing scales and arpeggios to develop vocal range ● Learn basic music notation and solfege, solfege hand signs ● Perform unison and round songs with correct posture. Fundamental ukulele and/or guitar skills ● Learn basic chord shapes and finger positions ● Practice strumming patterns and techniques ● Play simple melodies and accompaniments on the ukulele Explore vocal and ukulele/guitar ensemble playing ● Participate in group singing and ukulele playing activities ● Develop ensemble skills such as blending, intonation, and rhythmic coordination ● Perform simple vocal and ukulele arrangements together Understand the relationship between voice and ukulele/guitar ● Analyze the structure of simple songs ● Play simple vocal and ukulele arrangements ● Explore the role of accompaniment in supporting a vocal melody	● Smartmusic (method books available) ● Ukulele Play Along Youtube Resources



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade
Unit Title and Purpose	Unit 5: Songwriting
Timeframe	4 weeks
Vision of the Graduate	
Communicator: Students develop creative ideas / lyrics to convey messages and share with classmates.	
Unit Priority Standards	
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. MU:Pr5.1.8.a. Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform. CCSS.ELA-Literacy.W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
Unit Supporting Standards	
MU:Pr6.1.8.a: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. MU:Cr3.1.6.a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. MU:Cr2.1.7.a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	
Essential Questions	
What choices do songwriters make to create a powerful and memorable song? What is the relationship between poetry and songwriting? How do lyrical devices and song structure work together to tell a story or express an idea? How does a composer transform a personal experience or emotion into a song that others can connect with?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Analyze how musical elements (e.g., melody, harmony, rhythm) and lyrical devices (e.g., rhyme scheme, imagery) contribute to the memorability and impact of a song. 2. Apply at least two different lyrical devices (e.g., metaphor, simile, personification) in their original songwriting to effectively express an idea or emotion.	Musical Elements: 1. Melody, rhythm, and basic harmony (chords). 2. How elements combine to create a memorable and effective song. Lyrical Concepts: 1. Lyrical devices such as rhyme schemes, imagery, metaphor, and simile.



Wethersfield Public Schools

SDMS Curriculum: General Music B

3. Utilize a basic song structure (e.g., verse-chorus form, AABA) to organize their musical and lyrical ideas, demonstrating how structure supports storytelling.	2. The use of lyrics to tell a story, express an idea, or convey emotion. 3. Thematic development and transforming personal experiences into universal ideas. Song Structure: 1. The purpose and function of common song sections (e.g., verse, chorus, bridge, pre-chorus). 2. How song structure organizes musical and lyrical ideas.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Song Analysis: Students are assigned a popular song and identify its structure (verse, chorus, bridge), point out examples of lyrical devices (e.g., imagery, metaphor, rhyme scheme), and describe how the musical elements (melody, rhythm) contribute to the song's overall emotion and memorability. • Lyric Writing Workshop: Students participate in writing exercises based on specific prompts (e.g., "Write a song about the feeling of being happy" or "Describe a specific place using only sensory details"). • Personal Story Songwriting: Each student brainstorms a personal experience or emotion and, using the learned concepts, compose an original song (lyrics and a basic melody/chord progression). They focus on transforming their personal story into a song that has a relatable message for others.	• Songwriting Apps: Lyric Notepad or Rhymers Block can help students with rhyme-matching, syllable counting, and organizing lyrics. • Use of Poetry • Lyrics to songs.



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade
Unit Title and Purpose	Unit 6: Musical Theater
Timeframe	6 weeks
Vision of the Graduate	
Collaborator: Students develop collaborative skills as they work together to critically interpret and evaluate examples from musical theater. They also develop an understanding of the importance of collaboration in musical theater.	
Unit Priority Standards	
TH:Re7.1.8.a. Apply criteria to the evaluation of artistic choices in a drama/theatre work. MU:Cr2.1.8a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. MU:Pr4.1.8a. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and context, and explain expressive qualities, technical challenges, and reasons for choices.	
Unit Supporting Standards	
TH:Re8.1.7.b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. TH:Re8.1.7.b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work. TH:Re9.1.7.c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience. TH:Re9.1.7.c. Assess the impact of a drama/theatre work on a specific audience. TH:Cr1.1.8.b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	
Essential Questions	
What are the different roles and collaborations that make a musical theater production possible? How does musical theater combine the elements of storytelling, singing, acting, and dancing to create a unique artistic experience? Why is collaboration and teamwork essential for a successful musical theater production? How can we use movement and stage presence to enhance the storytelling in a musical scene? How can we connect the themes and messages explored in musical theater to our own lives and experiences?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Analyze the different roles and collaborations that bring a musical to life (composers, lyricists, directors, actors, dancers, musicians). 2. Identify and describe different musical theater styles and historical periods (e.g., Golden Age, Modern Era). 3. Critically listen to, analyze, and evaluate songs	Musical Theater Fundamentals 1. Genre definition: Understanding the unique characteristics of musical theater as a blend of storytelling, music, and performance. 2. Key elements: Recognizing the importance of plot, character, music,



Wethersfield Public Schools

SDMS Curriculum: General Music B

from various Broadway shows, focusing on lyrics, music, and storytelling.	lyrics, and choreography in musical theater. 3. Collaborative process: Understanding the roles and contributions of various artists in creating a musical. Musical Theater History and Styles 1. Historical periods: Identifying key eras in musical theater (e.g., Golden Age, Modern Era). 2. Stylistic elements: Recognizing differences in music, lyrics, and storytelling across different periods. 3. Cultural context: Understanding how social and historical factors influence musical theater. Musical Analysis 1. Song structure: Identifying the components of a musical theater song (verse, chorus, bridge). 2. Lyrical analysis: Understanding the role of lyrics in storytelling and character development. 3. Musical analysis: Analyzing melody, harmony, rhythm, and instrumentation in musical theater songs.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Musical Theater Fundamentals • Create a visual representation of the key elements of musical theater. • Analyze a short musical theater clip, identifying the different elements present. • Compare and contrast musical theater with other performance genres (e.g., opera, film). Musical Theater History and Styles • Research the roles of different creative team members in a musical. • Create a job description for a specific role in a musical theater production. • Interview someone involved in musical theater (if possible) to learn about their role. Musical Analysis	• The Broadway League • Khan Academy: "The Art of Music Theater" lessons • New York Public Library for the Performing Arts: The library's digital collections are free to access for everyone. • YouTube (teacher needs to put links in google slides for students) • Local Theater connections



Wethersfield Public Schools

SDMS Curriculum: General Music B

- | | |
|---|--|
| <ul style="list-style-type: none">● Create a timeline of significant musical theater shows and composers.● Compare and contrast the music, lyrics, and storytelling of different musical theater eras.● Discuss how the lyrics contribute to the overall meaning of the song.● Compare and contrast different musical theater song styles. | |
|---|--|



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade
Unit Title and Purpose	Unit 7: Sound Experiments This sound experiment unit aims to foster scientific inquiry and creativity by exploring the physics of sound. By constructing and manipulating sound-producing instruments, students will gain a comprehensive appreciation for the relationship between materials, design of instruments and sound effects.
Timeframe	4 weeks
Vision of the Graduate	
Problem Solver: This unit will encourage students to identify challenges in instrument design and performance. Through experimentation, students develop critical thinking skills to refine their creations and overcome obstacles, fostering a growth mindset and resilience.	
Unit Priority Standards	
MU:Cr2.1.8a: Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey expressive intent. MU:Pr4.1.8a: Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.	
Unit Supporting Standards	
MU:Re7.1.8a. Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose. 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. 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.	
Essential Questions	
How does the manipulation of materials affect the sound produced? How does technology influence our perception and creation of sound? How can understanding sound principles enhance our appreciation for music?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Investigate the properties of sound, including pitch, volume, timbre, and duration through experimentation. 2. Apply scientific principles to create unique instruments using a variety of materials. 3. Modify and control sound using technology and physical materials. 4. Create and perform original compositions using their DIY instruments.	Sound Science 1. Properties of sound: pitch, volume, timbre, duration 2. Sound waves: vibration, frequency, amplitude 3. Resonance: amplification of sound through vibration Instrument Design and Construction 1. Materials and their properties: how different materials affect sound production



Wethersfield Public Schools

SDMS Curriculum: General Music B

	2. Structural design: the relationship between instrument shape and sound 3. Resonance: the role of resonating chambers in amplifying sound Sound Manipulation 1. Technology: digital audio workstations, sound effects, amplification 2. Physical manipulation: altering sound through physical means (e.g., covering holes, changing tension) Collaboration and Performance 1. Ensemble playing: coordinating instruments and creating a unified sound 2. Composition: arranging sounds into musical structures 3. Improvisation: creating music spontaneously 4. Performance: presenting musical ideas to an audience
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Sound Science: ● Experimentation: Students conduct experiments to investigate pitch, volume, timbre, and duration (e.g., rubber band guitar, water xylophone, tuning forks). ● Data collection: Students record observations ● Research: Students explore the science of sound through online resources and books. Instrument Design and Construction ● Brainstorming: Students generate ideas for instrument designs based on desired sounds. ● Material selection: Students choose appropriate materials based on their sound goals. ● Construction: Students build their instruments following design plans. ● Testing and refinement: Students experiment with their instruments to improve sound quality. Sound Manipulation ● Technology exploration: Students use digital audio workstations (DAWs) or sound editing software to manipulate recorded sounds. ● Physical manipulation: Students experiment with modifying the sound of their instruments (e.g., covering holes, adding materials).	● Materials: A variety of materials for instrument construction (e.g., cardboard, rubber bands, plastic bottles, straws, etc.) ● Technology: Chromebooks with audio editing software, (Soundtrap) digital recorders, and speakers. ● Musical instruments: Basic percussion instruments (e.g., drums, shakers) for experimentation.



Wethersfield Public Schools

SDMS Curriculum: General Music B

● Sound effects creation: Students create sound effects for storytelling or games. Collaboration and Performance ● Group composition: Students work together to create original compositions using their DIY instruments. ● Ensemble performance: Students rehearse and perform their compositions as a group. ● Improvisation: Students experiment with spontaneous music-making. ● Sound installation: Students create a sound environment using multiple instruments and sound sources.	
---	--



Wethersfield Public Schools

SDMS Curriculum: General Music B

Grade(s)	8th Grade	
Unit Title and Purpose	Unit 8: Careers in Music Exposing middle schoolers to a variety of non-performance music careers broadens their career horizons, develops essential skills, and encourages a lifelong interest in the music industry. By understanding the diverse roles within the music world, students can make informed decisions about their future paths while fostering a sense of entrepreneurship and innovation.	
Timeframe	Ongoing (all year)	
Vision of the Graduate		
Communicator: Students engage in research and communicate their findings in an informational essay on the social impact of music and the contributions of industry professionals to that impact. Collaborator: Students analyze the forms and role of collaboration that are necessary for success in the music industry.		
Unit Priority Standards		
MU:Re7.1.8a. Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent. Anchor Standard 10. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
Unit Supporting Standards		
CCSS.WHST.8.2 . Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.WHST.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
Essential Questions		
What skills and knowledge are essential for success in various non-performing music careers? How do technology and innovation shape the evolving music industry and career opportunities? How can personal interests and talents be aligned with potential music-related career paths? What is the impact of music on society, and how can individuals contribute to this impact through non-performing roles?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Conduct research on music-related fields of study using credible resources 2. Write an informational essay that analyzes the contributions of a specific role in the music industry to the social impact of music.		Music Industry Structure 1. Understanding the different sectors of the music industry (recording, publishing, management, etc.) and how they interact. 2. Understand the diverse roles that contribute to the music industry. Business Fundamentals



Wethersfield Public Schools

SDMS Curriculum: General Music B

	3. Basic knowledge of business operations, marketing, finance, and entrepreneurship. Music Technology 4. Familiarity with music production software, recording equipment, and digital platforms. Career Paths 5. Awareness of various non-performing music careers (music producer, music therapist, music journalist, music teacher, etc.) and the skills required for each. 6. Understand the skills and education needed for different music careers Communication and Interpersonal Skills 7. The importance of effective communication and teamwork in the music industry.
Student Learning Tasks & Resources	1. Suggested Teacher Materials & Resources
Students research multiple aspects of music industry careers, including: ● Music Critic ● Entertainment/ Copyright Lawyer ● Conductor ● Music Business ● Musical Director ● Songwriter / Composer ● DJ ● Audio/Sound Engineer - Explore the music production process - tracking instruments, mixing, mastering. Students can work in groups to create a short soundscape using Soundtrap / Garage	● Amazon Music Careers Tour ● PBS LearningMedia: Videos and resources exploring a wide variety of music careers. ● Carnegie Hall's Music Educators Toolbox: Adaptable lesson plans and activities for music education and careers. ● Save The Music Foundation: Lesson plans and articles on different music career pathways. ● Arts Advocacy: Comprehensive lesson plans specifically for a "Careers in Music" unit