

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL

MUSIC CURRICULUM

GRADE 8 GENERAL MUSIC

AUGUST 2019

Grade 8 General Music Course Overview

General Music is a semester course included as part of the related arts curriculum for all 8th grade students. The class meets for 42 minutes each day for the duration of one marking period. The course is an extension of the skills learned throughout the K – 7 General Music Curricula and includes a strong focus in the areas of Meter/Rhythm, Electronic Keyboard Performance, Music Notation/ Terminology, Historical and Cultural influences of African American music and an in depth analysis of the evolution of “Rock and Roll.” Instructional materials and literature are selected to specifically develop skills and solidify understandings. Students will be expected to meet or exceed proficiency levels in semester performance and written assessments.

The 8th Grade General Music Curriculum addresses the following New Jersey Core Curriculum Content Standards as well as align with the National Core Arts Standards.

NJCCCS

- 1.1 The Creative Process
- 1.2 History of the Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

NCAS

Creating
Performing
Responding
Connecting

All standards are addressed through the performance and analysis of instructional material selected specifically to develop the students’ skills and understanding of music in history and culture, compositional elements, ensemble performance, individual musicianship and self - reflection. The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted including World Language and 21st Century Careers.

2019 HTPS Performing Arts Curriculum Map – Grade 8 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Meter, Rhythm, Note Reading, and Piano Fundamentals	45 days	<p>1.1-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music,</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How do individuals choose music to experience?</p> <p>How does understanding the structure and context of musical works inform performance?</p>	<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight</p>	<p>Develop mnemonic devices for remembering treble and bass clef staff lines and spaces.</p> <p>Identify and label the notes on the treble and bass clef staff.</p> <p>Identify and label ledger line notes above and below the treble and bass clef staff.</p> <p>Analyze and define what a time signature is and its purpose.</p> <p>Define the mathematical components of Whole, Half, Quarter, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Sixteenth/Eighth note combinations</p>	<p>Accuracy of note and rhythm identification on written examples.</p> <p>Accuracy of counting of written rhythmic exercises.</p> <p>Accuracy of note and key identification on keyboard written examples.</p> <p>Accuracy of major scale, blues scale, blues chords and 12 bar blues structure on written examples.</p> <p>Teacher evaluation of in-class performances.</p> <p>Self-evaluation of in-class performances.</p>	<p>Literacy Integrations: SL. 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL. 8.5 Integrate multimedia and visual displays into presentations to clarify information,</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>theatre, and visual art.</p> <p>1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic</p>	<p>How do different time signatures evoke different feelings?</p> <p>How is the beat in music identified throughout various musical genres?</p> <p>Why is rhythmic and melodic notation essential for music composition and performance?</p> <p>Why is it important to understand the elements of music?</p> <p>How does a unified system for writing music identify their cultures and time period?</p>	<p>into their intent and informs performance.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Music helps to define cultural identity.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>Using different musical techniques, whether singing or playing, will change</p>	<p>and corresponding Rests.</p> <p>Identify, label, create and perform written rhythms with corresponding counts.</p> <p>Identify and label the keys on a piano keyboard.</p> <p>Identify and label half and whole steps on a piano keyboard.</p> <p>Identify and play the correct keyboard key corresponding to the note written on the treble and bass clef staff.</p> <p>Utilize learned skills for critique of steady beat, rhythmic accuracy, pitch accuracy, phrasing, and finger use.</p>	<p>Formal assessment focused on Notation.</p>	<p>strengthen claims and evidence, and add interest.</p> <p>SL 8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Mathematics Integration: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers.</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Heath & Phys. Ed Integration: 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p>	
--	--	--	--	--	--	---	---	--

		<p>characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>How are musical symbols derived and what are their functions?</p> <p>How does technology assist in the writing and recording of music?</p> <p>How does the language of music transcend cultures?</p>	<p>the personality of a song.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p>	<p>Apply the critique criteria in their personal listening and performing.</p> <p>Pronounce, label and define Dynamic, Articulation and Tempo markings.</p> <p>Understand the formula to create a major and blues scale.</p> <p>Understand the structure of a 12-bar blues.</p> <p>Understand the structure of a I, IV and V chord.</p>		<p>World Language Integration: 7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Technology Integration: 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>	
--	--	--	---	--	---	--	---	--

2019 HTPS Performing Arts Curriculum Map – Grade 8 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
History of the Blues: 1900-1940's	10 days	<p>1.1-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.8.B.1 - Analyze the application of the elements</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>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.</p>	<p>Watch and listen to various historical music videos and documentaries of African American history. (Field songs, work songs, and spirituals.)</p> <p>Discuss historical implications of music watched and performed in class.</p> <p>Identify what elements help create and define the style of the piece (melody, rhythm, harmony, texture and form pertaining to African American music from 1900-1940).</p>	<p>Teacher observation of participation in class discussion of African American history and culture.</p> <p>Self-evaluation of in-class performances.</p> <p>Summative Assessment of major scale performance</p> <p>Summative Assessment of blues scale performance</p> <p>Summative Assessment of Walking Bass performance .</p> <p>Formative assessment focused on African American music and history.</p>	<p>Literacy Integrations: SL. 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL. 8.3 Delineate a speaker's</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p>	<p>work(s) and performance(s)?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How does music reflect a specific culture and/or period of history?</p> <p>How do the elements of music evolve throughout the history of rock and roll?</p> <p>How does the blues differ over a 40-year time period?</p> <p>Where can you find the blues progression in other types or styles of music?</p> <p>What impact has technology had on the development of music?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation,</p>	<p>Identify and perform the 12-bar blues pattern and chord structure.</p> <p>Analyze how a blues pattern is used in music.</p> <p>Perform on the electronic keyboard C, F, G major and blues scales, a walking bass.</p> <p>Compare different vocal styles.</p> <p>Understand dynamics, tempo markings, form, and harmony and compare them in listening examples.</p> <p>Identify and define characteristics included in keyboard assessments.</p> <p>Identify how technology has affected the</p>		<p>argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Mathematics Integration: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers.</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Heath & Phys. #d Integration: 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>World Language Integration:</p>	
--	--	---	---	--	--	--	--	--

		<p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given</p>		<p>and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Music helps to define cultural identity.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>Using different musical techniques, whether singing or playing, will change the personality of a song.</p>	development of musical instruments and the music industry.		<p>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>	
--	--	--	--	--	--	--	---	--

		<p>shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>		<p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p> <p>Every individual contributes to a quality of an ensemble performance.</p>				
--	--	--	--	---	--	--	--	--

2019 HTPS Performing Arts Curriculum Map – Grade 8 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
The 1950's	6 days	<p>1.1-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s)</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>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.</p>	<p>Identify what elements help create and define the style of the piece (melody, rhythm, harmony, texture and form pertaining to African, African American, blues and rock and roll music).</p> <p>Create a 12-bar blues accompaniment to "Rock Around the Clock."</p> <p>Perform on the electronic keyboards "Rock Around the Clock."</p> <p>Compare different vocal styles.</p> <p>Understand dynamics, tempo markings, form, and harmony and compare them in listening examples.</p> <p>Identify how technology has affected the development of musical instruments</p>	<p>Teacher observation of participation in class discussion of American history and culture of the 1950's.</p> <p>Self-evaluation of in-class performances.</p> <p>Summative Assessment of "Rock Around the Clock."</p> <p>Formative assessment focused on 1950's music and history.</p>	<p>Literacy Integrations: SL. 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL. 8.3 Delineate a speaker's</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>to works of art in dance, music, theatre, and visual art.</p> <p>1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<p>and performance(s)?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How does music reflect a specific culture and/or period of history?</p> <p>How do the elements of music evolve throughout the history of rock and roll?</p> <p>How is rhythm and blues different from rock and roll?</p> <p>How does the blues differ over a 50-year time period?</p> <p>Where can you find the blues progression in other types or styles of music?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation,</p>	<p>and the music industry. Examine the historical and philosophical ideas of white Americans and African Americans in the 1950's and the impact on how music was written via video examples, i.e. race records, payola and cover versions.</p> <p>Identify facts about various musicians/songwriters of the 1950's.</p> <p>Watch and discuss biographical accounts of musicians of the 1950's including Elvis.</p>		<p>argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Mathematics Integration: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers.</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Heath & Phys. #d Integration: 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>World Language Integration:</p>	
--	--	---	---	--	--	--	--	--

		<p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.2 - Identify works of dance, music,</p>	<p>What impact has technology had on the development of music?</p>	<p>and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Music helps to define cultural identity.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>Historical periods can be defined by musical style and genre.</p>			<p>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Technology Integration: 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>	
--	--	---	--	---	--	--	--	--

		<p>theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of</p>		<p>Using different musical techniques, whether singing or playing, will change the personality of a song.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p>				
--	--	---	--	--	--	--	--	--

		<p>dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>						
--	--	---	--	--	--	--	--	--

2019 HTPS Performing Arts Curriculum Map – Grade 8 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
The 1960's	6 days	<p>1.1-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>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.</p> <p>Response to music is informed by analyzing context (social, cultural,</p>	<p>Identify what elements help create and define the style of the piece (melody, rhythm, harmony, texture and form pertaining to Motown, psychedelic, British rock, folk rock, protest music and surf rock).</p> <p>Perform on the electronic keyboards "The Long and Winding Road" by the Beatles.</p> <p>Compare different vocal styles.</p> <p>Identify and define characteristics included in</p>	<p>Teacher observation of participation in class discussion of African American history and culture.</p> <p>Summative assessment of the performance on the electronic keyboards of "A Long and Winding Road" by the Beatles.</p> <p>Summative assessment of the Beatles powerpoint project.</p> <p>Self-evaluation of in-class performances.</p> <p>Formative assessment focused on</p>	<p>Literacy Integrations: W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL. 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 8.2 Analyze the purpose of information presented in diverse</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

	<p>non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities</p>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do the illustrations of the Beatles lyrics cross the boundaries of art and music?</p> <p>Why does older rock music seem so dated and yet others seem to stand the test of time?</p> <p>Looking back over history how has the function of music altered?</p> <p>Why is improvisation important to a composer?</p> <p>What will rhythmic and melodic changes do to the personality of a song?</p>	<p>and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating,</p>	<p>keyboard assessments.</p> <p>Identify how technology has affected the development of musical instruments and the music industry.</p> <p>Examine and discuss the societal influences of the 1960's on the music industry, i.e. Vietnam War and Civil Rights.</p> <p>Create a PowerPoint highlighting facts about the Beatles after examining historical and biographical accounts of the Beatles.</p> <p>Examine and compare the emerging styles of 1960's rock and roll through video</p>	<p>1960's history and culture.</p>	<p>media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Mathematics Integration: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers.</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Heath & Phys. #d Integration: 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>World Language Integration: 7.1.NM.A.1 - Recognize familiar spoken or written words and phrases</p>	<p>CRP11. Use technology to enhance productivity.</p>
--	--	---	--	--	------------------------------------	---	---

	<p>appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>		<p>performing, and responding.</p> <p>Music helps to define cultural identity.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique. Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>Using different musical techniques, whether singing or playing, will change the personality of a song.</p> <p>The elements of music are combined in unlimited and various ways to</p>	<p>clips and class discussion.</p>		<p>contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Technology Integration: 8.1.8.A.1 - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p> <p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>	
--	---	--	---	------------------------------------	--	--	--

		<p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>		<p>create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics).</p> <p>Technology impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p>					
--	--	---	--	---	--	--	--	--	--

2019 HTPS Performing Arts Curriculum Map – Grade 8 General Music

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
The 1970's–1985	8 days	<p>1.1-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s)</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>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.</p>	<p>Identify what elements help create and define the style of the piece (melody, rhythm, harmony, texture and form pertaining to punk rock, glam rock, heavy metal, disco and R & B. music).</p> <p>Perform on the electronic keyboards "Stairway to Heaven" by Led Zeppelin.</p> <p>Compare different vocal styles. Understand dynamics, tempo markings, form, and harmony and compare them in listening examples</p> <p>Identify and define characteristics included in keyboard assessments.</p> <p>Identify how technology has affected the development of musical instruments and the music industry.</p>	<p>Teacher observation of participation in class discussion of American/British history and culture as it relates to popular music of the 1970's and 1980's.</p> <p>Summative assessment of the performance on the electronic keyboards of "Stairway to Heaven."</p> <p>Self-evaluation of in-class performances.</p> <p>Formative assessment focused on the 1970's and 1980's history and culture.</p>	<p>Literacy Integrations: SL. 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Mathematics Integration:</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<p>and performance(s)?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>What function has music served in culture?</p> <p>Looking back over history how has the function of music altered?</p> <p>Why is improvisation important to a composer?</p> <p>What will rhythmic and melodic changes do to the personality of a song?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation,</p>	<p>Read and examine historical and biographical accounts of Led Zeppelin.</p> <p>Examine the historical and philosophical ideas of Americans in the 1970's and 1980's impact on how music was written via video clips and class discussion, examples, i.e. Vietnam War demonstrations and aids epidemic.</p> <p>Explore through reading and internet research various music careers.</p> <p>Identify facts about various styles and musicians/songwriters of the 1970's and 1980's.</p>		<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers.</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Heath & Phys. #d Integration: 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>World Language Integration: 7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>	
--	--	---	---	--	---	--	---	--

		<p>1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and</p>	<p>and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Music helps to define cultural identity.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>Using different musical</p>			<p>Technology Integration:</p> <p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>	
--	--	--	--	--	--	---	--

		<p>visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 - Differentiate among basic formal structures and technical</p>		<p>techniques, whether singing or playing, will change the personality of a song.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology impacts the creation and performance of music.</p> <p>Keyboard performance is mental and physical as well as aesthetic and creative.</p>				
--	--	--	--	--	--	--	--	--

		<p>proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>						
--	--	---	--	--	--	--	--	--

BIBLIOGRAPHY

- “Music Theory & History Workbook-Book 1” Chuck Elledge, Jane Yarbrough & Bruce Pearson
- “Music Theory & History Workbook - Book 2 “ Chuck Elledge, Jane Yarbrough & Bruce Pearson
- “Standard of Excellence” Bruce Pearson
- “Getting to Know the World’s Greatest Composers - The Beatles” Mike Venezia
- “History of Rock Music” Richard Dasher
- “This Day in Rock” John Tobler
- “Music Puzzles Plus” Donald Moore
- “Music Puzzlers, Book 1, 2 & 3” Jerold Kellman
- “Great Musicians” Robert Ziegler
- “Music A.D. 450-1995” Mark Ammons
- “The Great Book of Rock” Bill O’Neill
- “The Rolling Stone Encyclopedia of Rock & Roll” edited by Holly George-Warren and Patricia Romanowski

WEBLIOGRAPHY

General resource:

http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

<http://www.thevirtualpiano.com/>

<http://chentheresa.squarespace.com/free-music-theory-worksheets/>

<https://www.musictheory.net/exercises>

http://colorinmypiano.com/printables/?dl_cat=1

<https://www.musicfun.net.au/>

<http://www.musiccrashcourses.com/index.html>

<https://www.flowkey.com/en/benefits-playing-piano>

ASSOCIATED JOBS LIST BY UNIT

Unit/Skill: Meter, Rhythm, Note Reading and Piano Fundamentals	Singer Musician Songwriter TV Music Writer Commercial Music Writer Film Music Composer Music Producer Jingle Writer Lyric Writer Music Producer Audio Engineer Arranger Orchestrator Music Teacher	Unit/Skill: 1950's	Singer Musician Instrumentalist Songwriter Lyric Writer Music Producer Audio Engineer General Manager Studio Manager Arranger Commercial Music Writer Film Music Composer Music Producer Jingle Writer Orchestrator Manager Agent Promoter Publisher Licensing Producer Business Manager Music Attorney Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair
Unit/Skill History of the Blues 1900-1940's	Singer Musician Instrumentalist Songwriter Lyric Writer Music Producer Audio Engineer General Manager Studio Manager Arranger Commercial Music Writer Film Music Composer Music Producer Jingle Writer Orchestrator Manager Agent Promoter Publisher Licensing Producer Business Manager Music Attorney Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair	Unit/Skill: The 1960's	Singer Musician Instrumentalist Songwriter Lyric Writer Music Producer Audio Engineer General Manager Studio Manager Arranger Commercial Music Writer Film Music Composer Music Producer Jingle Writer Orchestrator Manager Agent Promoter Publisher Licensing Producer Business Manager

Unit/Skill: The 1960's (cont.)	Music Attorney Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair
Unit/Skill: The 1970/1985	Singer Musician Instrumentalist Songwriter Lyric Writer Music Producer Audio Engineer General Manager Studio Manager Arranger Commercial Music Writer Film Music Composer Music Producer Jingle Writer Orchestrator Manager Agent Promoter Publisher Licensing Producer Business Manager Music Attorney Music Teacher Musicologist Private Instrumental Teacher Music Librarian Instrument Builder Instrument Repair

2019 HTPS Performing Arts Curriculum Map

Grade 8 General Music

**COMMON
ASSESSMENTS**

Keyboard Test

C Major Scale

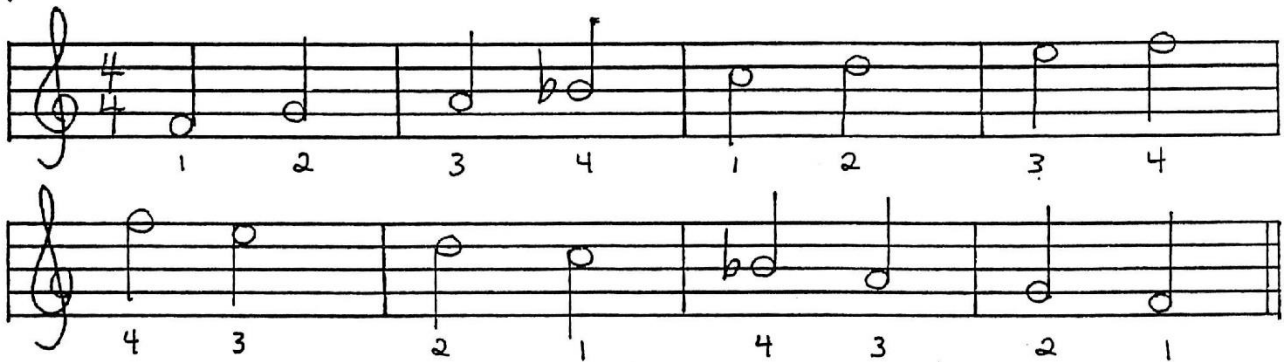
Right Hand

Whole Step = W

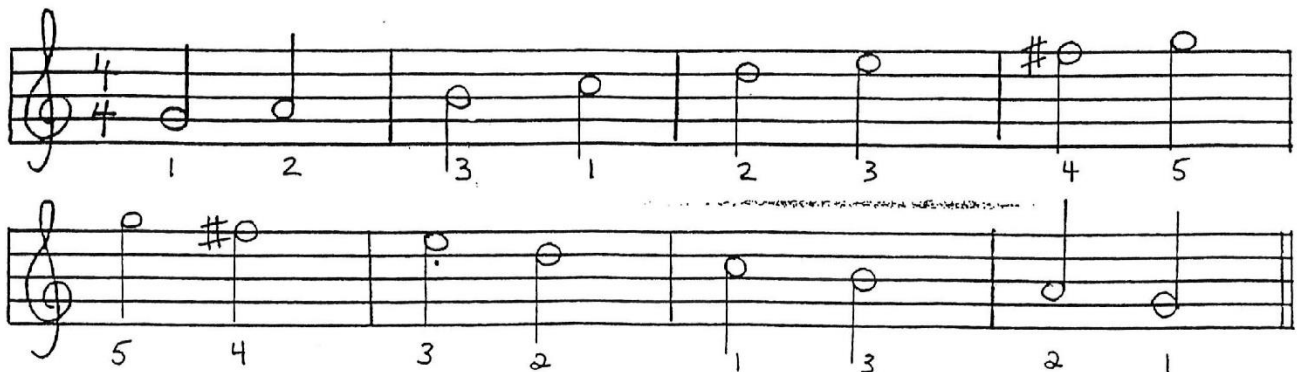
Half Step = $\frac{1}{2}$



F Major Scale



G Major Scale



Blues Scales Keyboard #2

C blues Scale

1 3 1 3 1 3 1 3 1 3 1 3 1

G blues Scale

1 3 1 3 1 3 4 3 1 3 1 3 1

F blues Scale

1 2 3 1 2 3 4 3 2 1 3 2 1

Rock Around the Clock

One, two, three-o' clock, four o' clock rock! Five, six, sev-en o' clock, eight o' clock rock!

I I

This system contains the first two measures of the song. The melody is in 4/4 time, starting on a G4 note. The lyrics are 'One, two, three-o' clock, four o' clock rock!' for the first measure and 'Five, six, sev-en o' clock, eight o' clock rock!' for the second measure. The bass line is empty. Roman numerals 'I' are written below the first and second measures.

Nine, ten, e - lev-en o' clock, twelve o' clock rock. We're gon-na rock a-round the clock to-night! Put . your

I V

This system contains measures 3 and 4. The melody continues with 'Nine, ten, e - lev-en o' clock, twelve o' clock rock.' in measure 3 and 'We're gon-na rock a-round the clock to-night! Put . your' in measure 4. The bass line is empty. Roman numerals 'I' and 'V' are written below the first and second measures respectively.

glad rags on, join me, hon,' _ we'll have some fun when the clock strikes one. We're gon-na

I I I I

This system contains measures 5 and 6. The melody continues with 'glad rags on, join me, hon,' _ we'll have some fun when the clock strikes one. We're gon-na' in measure 5 and 'glad rags on, join me, hon,' _ we'll have some fun when the clock strikes one. We're gon-na' in measure 6. The bass line is empty. Roman numerals 'I' are written below the first, second, third, and fourth measures.

rock a-round the clock to - night, we're gon-na rock, rock, rock 'til the broad day - light . We're gon-na

IV IV I I

This system contains measures 7 and 8. The melody continues with 'rock a-round the clock to - night, we're gon-na rock, rock, rock 'til the broad day - light . We're gon-na' in measure 7 and 'rock a-round the clock to - night, we're gon-na rock, rock, rock 'til the broad day - light . We're gon-na' in measure 8. The bass line is empty. Roman numerals 'IV', 'IV', 'I', and 'I' are written below the first, second, third, and fourth measures respectively.

rock . a - round . the clock . to night. _____

V IV I

This system contains measures 9 and 10. The melody continues with 'rock . a - round . the clock . to night. _____' in measure 9 and 'rock . a - round . the clock . to night. _____' in measure 10. The bass line is empty. Roman numerals 'V', 'IV', and 'I' are written below the first, second, and third measures respectively.

Stairway to Heaven

Andante

Led Zeppelin

① ② ③ ④

⑤ ⑥ ⑦ ⑧

THE LONG AND WINDING ROAD

Words and Music by JOHN LENNON
and PAUL McCARTNEY

Slowly, in 2

4

Am Em F F/G

mp The long and winding road
wild and windy night

3

that the rain leads to your door washed a way

Keyboard Test #3

Walking Bass / Boogie-Woogie Bass

Handwritten musical notation for a walking bass line in 4/4 time. The notation consists of three staves, each with a continuous eighth-note pattern. The first staff starts on C4 and includes flats on the second and fourth notes. The second staff starts on F3 and includes a flat on the second note. The third staff starts on G2 and includes a flat on the second note. Chord symbols are written below the staves: C I, F IV, C I, F IV, C I, I, I, I.

WALKING BASS / BOOGIE-WOOGIE BASS

Printed musical notation for a walking bass line in 4/4 time. The notation consists of three systems, each with a treble and bass staff. The first system has a treble staff with a whole note chord and a bass staff with a continuous eighth-note pattern. The second system has a treble staff with a whole note chord and a bass staff with a continuous eighth-note pattern. The third system has a treble staff with a whole note chord and a bass staff with a continuous eighth-note pattern. Chord symbols are written below the staves: IV, IV, I, I, I, I, I, I, I, I, I, I.

Keyboard Assessment

Teacher		Course		Student	
Strunk, Maria		7502/13 - GEN MUSIC			
	4 Value: 16.0	3 Value: 12.0	2 Value: 8.0	1 Value: 4.0	Points
Note Accuracy	Notes are consistantly accurate.	An occasional inaccurate note is played, but does not detract from overall performances.	A few inaccurate notes are played, detracting somewhat from the overall performance.	Wrong notes consistantly detract from the performance.	
Rhythm	The beat is secure and the rhythms are accurate for the style of music being played.	The beat is somewhat secure. The rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.	
Finger Pattern	Virtually no errors. The finger pattern is very accurate.	An occasional isolated error, but most of the time the finger patterns are accurate.	Some accurate finger patterns, but there are frequent errors.	Very few accurate finger patterns.	
Phrasing	Phrasing is always consistent and sensitive to the style of music being played.	Phrasing is usually consistent and sensitive to the style of music being played.	Phrasing is usually consistent and occasionally sensitive to the style of music being played.	Phrasing is rarely consistent and rarely sensitive to the style of music being played.	

Total Points: