

Curriculum Map

General Music - 90 Day

TMA

Grade 8

SUSD Standard(s)	Content Outline	Products/Performance Assessment	Resources	Connections
<p>3</p> <p>4</p>	<p>First Twelve Weeks</p> <p>C. Performance Technique</p> <ol style="list-style-type: none"> 1. Solo performance with arrangements (at least one by memory) 2. C Scale, 2 octaves - hands together, in eighth notes 3. G scale, 2 octaves, hands separately 4. Chromatic scale, 1 octave, RH, ascending and descending 5. Ear Training – Melodic, Harmonic and Rhythmic 6. LH accompaniment variations: broken chord in inversions 7. Composition based on G scale 8. Ensemble participation 9. LH chord substitutions 10. LH new chords and inversions: G, G7, C and D7 11. Country Tag ending and bridge 12. Top harmony <p>II. ANALYSIS/RESPONSE</p> <p>A. Class Participation</p> <ol style="list-style-type: none"> 1. Materials and Equipment 2. Attendance 3. Instrumental maintenance <p>B. Practice Responsibilities</p> <ol style="list-style-type: none"> 1. Practice habits <p>C. Self-Evaluation</p> <ol style="list-style-type: none"> 1. Maintenance <p>III. HISTORY/CULTURE</p> <p>A. Ballad</p> <ol style="list-style-type: none"> 1. Identification, Recognition, and stylistic performance <p>B. Popular</p> <ol style="list-style-type: none"> 1. Identification, Recognition, and stylistic performance <p>C. Folk</p> <ol style="list-style-type: none"> 1. Identification, Recognition, and stylistic performance 	<p>Individual, small/large group performance assessment with and without rubrics</p> <p>Practice Record</p>		<p><u>Health/Lifetime Wellness:</u> Skeletal and muscular systems</p> <p><u>English/Language Arts:</u> Journaling, documentation</p> <p><u>Social Studies:</u> Historical context, Cultural context</p>

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1, 2, 3, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Second Twelve Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> 1. F, A and Bb scale notation 2. Major and minor chord structure 3. Fermata 4. Ritardando 5. Slur 6. Sustain pedal technique 7. Sight-read 8. LH waltz rhythm and accompaniment 9. C Chromatic scale, 1 octave, ascending and descending 10. Major scale formulation 11. C and G major scales, 2 octaves 12. Terms: Root position, 1st and 2nd inversion 13. Eighth note triplet rhythm <p>B. Keyboard Technology</p> <ol style="list-style-type: none"> 1. Expanded sound selection 2. Sustain button 3. Drum kits 4. Easy record 5. Use of waltz 6. Digital effect 7. Start/stop with Ritardando <p>C. Performance Technique</p> <ol style="list-style-type: none"> 1. C major scales, 2 octaves, hands together 2. G major scale, 2 octaves, hand separately 3. C Chromatic scale, Right hand, ascending and descending 4. Root position, 1st and 2nd inversion chords 5. LH harmonic introduction 	<p>Written Evaluation Aural Evaluation Performance: testing-ensemble, individual Periodic Check</p> <p>Written Evaluation Aural Evaluation Individual performance demonstration</p> <p>Individual, small/large group performance assessment with and without rubrics</p>	<p>TMA pp. 25 –35 (lesson plans 31– 39)</p>	<p><u>Language Arts</u>: Use of symbols, printed instructions, word meaning</p> <p><u>Math</u>: Fractions, spatial relationships, number systems</p> <p><u>Science</u>: Physics, sound properties, computer technology</p> <p><u>Health/Lifetime Wellness</u>: Skeletal & muscular systems</p>

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3	<p>Second Twelve Weeks</p> <ul style="list-style-type: none"> 6. LH accompaniment: waltz and variation 7. Solo performance with arrangements 8. Major and minor chords 9. Ensemble participation 10. Harmonic 3rds in melody 11. Arranging: bridges 12. Imitative Ear Training – Melodic, Harmonic, and Rhythmic 13. Melodic improvisation <p>II. ANALYSIS/RESPONSE</p> <ul style="list-style-type: none"> A. Class Participation <ul style="list-style-type: none"> 1. Materials and Equipment 2. Attendance 3. Instrumental maintenance B. Practice Responsibilities <ul style="list-style-type: none"> 1. Practice habits C. Self-Evaluation <ul style="list-style-type: none"> 1. Maintenance <p>III. HISTORY/CULTURE</p> <ul style="list-style-type: none"> A. Swing <ul style="list-style-type: none"> 1. Identification, Recognition, and stylistic performance B. Ethnic <ul style="list-style-type: none"> 1. Identification, Recognition, and stylistic performance C. Ballad <ul style="list-style-type: none"> 1. Identification, Recognition, and stylistic performance 	Practice Record		<p><u>English/Language Arts</u>: Journaling, documentation</p> <p><u>Social Studies</u>: Historical context, Cultural context</p>

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1, 2, 3, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Third Twelve Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> 1. Lead sheet reading 2. Root position seventh chord formulation rule 3. L.H. Accompaniment variations: broken chord in triplet rhythm, swing, Bagpipe effect, Waltz and Polka 4. Melodic and rhythmic dictation 5. Bass Clef, LH, sightreading <p>B. Keyboard Technology</p> <ol style="list-style-type: none"> 1. Technichord 2. Panel Memory – manually and with the foot switch 3. Waltz rhythm 4. Sequencer: easy record 5. Touch sensitivity 6. Step record chords 7. Auto Play Chord accompaniments <p>C. Performance Technique</p> <ol style="list-style-type: none"> 1. Root position seventh chords 2. LH accompaniment variations: broken chord in triplet rhythm, Waltz, Polka, and Swing 3. Solo performance 4. Complete arrangements with orchestrations 5. Ear Training – Melodic, Harmonic and Rhythmic 6. Improvisation 7. Fill-ins – student composed 8. Swing style 9. Ensemble participation 	<p>Written Evaluation Aural Evaluation Performance: testing-ensemble, individual Periodic Check</p> <p>Written Evaluation Aural Evaluation Individual performance demonstration</p> <p>Individual, small/large group performance assessment with and without rubrics</p>	<p>TMA pp. 31-44 (lesson plans 40-49)</p>	<p><u>Language Arts</u>: Use of Symbols, printed instructions, word meaning</p> <p><u>Math</u>: Fractions, spatial relationships, number systems</p> <p><u>Science</u>: Physics, sound properties, computer technology</p> <p><u>Health/Lifetime Wellness</u>: Skeletal and muscular systems</p>

