

# Seymour Public Schools Curriculum

## **Grade: 8 Music History 3**

The purpose of Music History 3 is to enable students to recognize the musical characteristics which include the following: the importance of critical listening skills, their ability to empower the listener to recognize the elements of music, distinguish between quality and non-quality performance, understand the influence of society on composers while verbalizing their reasons for personal music choices.

Unit 1 – This unit focuses on how the influences of western European musical characteristics evolved into uniquely American musical forms such as early Jazz.

Unit 2 – This unit focuses on how the influence of western European musical characteristics evolved into uniquely American musical forms such as early Rock & Roll.

Unit 3 – This unit focuses on how the influences of western European musical characteristics evolved into uniquely American musical forms such as Musical Theater.

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<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc)</b>	<b>Music History 3, Unit 1</b> <b>Grade 8</b> <b>20 days</b>
<b>CCSS Overarching Standards</b>	<ul style="list-style-type: none"> <li>• Supporting Standard for unit: National and Connecticut Standard: Playing alone or with others a varied repertoire of music. CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text</li> <li>• Content Standard 7: Evaluation the quality and effectiveness of their own and others’ performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</li> <li>• <u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> </ul>
<b>Enduring Understanding</b>	<ol style="list-style-type: none"> <li>1. Critical listening skills empower the listener to; recognize the elements of music, distinguish between quality and non-quality performances, and verbalize their reasons for personal music choices</li> <li>2. In every era of music history, the composer’s creativity reflects the time in which the composer lives.</li> <li>3. Jazz evolved from western European musical influences and American culture.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Why are critical listening skills important?</li> <li>2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers?</li> <li>3. How did western European musical characteristics evolve into uniquely American musical forms (Jazz, Rock &amp; Roll, Musical Theater)?</li> </ol>
<b>Priority Standards</b>	Creating, Performing, Responding and Analyzing.

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<p><b>Performance Expectations</b></p> <p><b>(Student outcomes: what will students will know/understand and be able to do)</b></p>	<p>Students will demonstrate accepted dates for the era.</p> <p>Students will identify terms and vocabulary associated with this era.</p> <p>Students will identify significant composers and performers of each era.</p> <p>Students will recognize the musical elements of each genre.</p>		
<p><b>Strategies (examples)</b></p> <ol style="list-style-type: none"> <li>1. Examples include written music.</li> <li>2. PowerPoint</li> <li>3. Use of Technology</li> <li>4. Group Work</li> <li>5. Individual Work.</li> </ol>	<p><b>Materials/Resources (examples)</b></p> <ol style="list-style-type: none"> <li>1. <b>Audio Examples</b></li> <li>2. <b>Video Examples</b></li> <li>3. <b>Instruments</b></li> <li>4. <b>Group Work</b></li> <li>5. <b>Era Appropriate Literature</b></li> </ol>	<p><b>Assessments (examples)</b></p> <p><u>Summative Assessments</u> Teacher Based Rubrics</p> <p><u>Formative Assessments</u> Teacher Based Rubrics</p>	

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<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc)</b>	<b>Music History 3, Unit 2</b> <b>Grade 8</b> <b>20 days</b>
<b>CCSS Overarching Standards</b>	<ul style="list-style-type: none"> <li>• Supporting Standard for unit: National and Connecticut Standard: Playing alone or with others a varied repertoire of music. <u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text</li> <li>• Content Standard 7: Evaluation the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</li> <li>• <u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> </ul>
<b>Enduring Understanding</b>	<ol style="list-style-type: none"> <li>1. Critical listening skills empower the listener to; recognize the elements of music, distinguish between quality and non-quality performances, and verbalize their reasons for personal music choices</li> <li>2. In every era of music history, the composer's creativity reflects the time in which the composer lives.</li> <li>3. Rock &amp; Roll evolved from western European musical influences and American culture.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Why are critical listening skills important?</li> <li>2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers?</li> <li>3. How did western European musical characteristics evolve into uniquely American musical forms (Jazz, Rock &amp; Roll, Musical Theater)?</li> </ol>

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<b>Priority Standards</b>	Creating, Performing, Responding and Analyzing.	
<b>Performance Expectations</b>  (Student outcomes: what will students will know/understand and be able to do)	<p>Students will demonstrate accepted dates for the era.</p> <p>Students will identify terms and vocabulary associated with this era.</p> <p>Students will identify significant composers and performers of each era.</p> <p>Students will recognize the musical elements of each genre.</p>	
<b>Strategies (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
<ul style="list-style-type: none"> <li>6. Examples include written music.</li> <li>7. PowerPoint</li> <li>8. Use of Technology</li> <li>9. Group Work</li> <li>10. Individual Work.</li> </ul>	<ul style="list-style-type: none"> <li><b>6. Audio Examples</b></li> <li><b>7. Video Examples</b></li> <li><b>8. Instruments</b></li> <li><b>9. Group Work</b></li> <li><b>10. Era Appropriate Literature</b></li> </ul>	<ul style="list-style-type: none"> <li><u>Summative Assessments</u></li> <li>Teacher Based Rubrics</li>   <li><u>Formative Assessments</u></li> <li>Teacher Based Rubrics</li> </ul>

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<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc)</b>	<b>Music History 3, Unit 3</b> <b>Grade 8</b> <b>40 days</b>
<b>CCSS Overarching Standards</b>	<ul style="list-style-type: none"> <li>• Supporting Standard for unit: National and Connecticut Standard: Playing alone or with others a varied repertoire of music.</li> <li>• <u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• <u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text</li> <li>• Content Standard 7: Evaluation the quality and effectiveness of their own and others’ performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</li> <li>• <u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> </ul>
<b>Enduring Understanding</b>	<ol style="list-style-type: none"> <li>4. Critical listening skills empower the listener to; recognize the elements of music, distinguish between quality and non-quality performances, and verbalize their reasons for personal music choices</li> <li>5. In every era of music history, the composer’s creativity reflects the time in which the composer lives.</li> <li>6. Musical theater evolved from western European musical influences and American culture.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Why are critical listening skills important?</li> <li>2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers?</li> <li>3. How did western European musical characteristics evolve into uniquely American musical forms (Jazz, Rock &amp; Roll, Musical Theater)?</li> </ol>
<b>Priority Standards</b>	Creating, Performing, Responding and Analyzing.

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<p><b>Performance Expectations</b></p> <p><b>(Student outcomes: what will students will know/understand and be able to do)</b></p>	<p>Students will demonstrate accepted dates for the era.</p> <p>Students will identify terms and vocabulary associated with this era.</p> <p>Students will identify significant composers and performers of each era.</p> <p>Students will recognize the musical elements of each genre.</p>		
<p><b>Strategies (examples)</b></p> <p>11. Examples include written music.</p> <p>12. PowerPoint</p> <p>13. Use of Technology</p> <p>14. Group Work</p> <p>15. Individual Work.</p>	<p><b>Materials/Resources (examples)</b></p> <p><b>11. Audio Examples</b></p> <p><b>12. Video Examples</b></p> <p><b>13. Instruments</b></p> <p><b>14. Group Work</b></p> <p><b>15. Era Appropriate Literature</b></p>	<p><b>Assessments (examples)</b></p> <p><u>Summative Assessments</u></p> <p>Teacher Based Rubrics</p> <p><u>Formative Assessments</u></p> <p>Teacher Based Rubrics</p>	

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Subject and Grade