

General Music - 8th grade State Standards	Prior/New Learning to meet each standard						
Artistic Process - Creating							
Anchor Standard #1 - Generate and conceptualize artistic ideas and work							
MU.CR.1.8a							
a. Improvise rhythmic, melodic, and harmonic ideas within expanded forms (e.g. introductions, transitions, codas, etc.).							
	1. Discuss introductions, transitions, D.C. and D.S. al Coda, and other expanding elements.	2. Review the different music forms.	3. Review sharps and flats.	4. Review the different key signatures.	5. Review time signatures with 8 and 2 as the bottom number.	6. Improvise a harmony part vocally to pieces in different forms.	7. Improvise a melody or descant part to a performance piece.
MU.CR.1.8b							
b. Generate coherent musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.							
	1. Review basic chord accompaniment patterns.	2. Learn the detailed intervals.	3. Learn all the chords in a major scale.	4. Review syllabication and basic lyric writing.	5. Write the lyrics for the song.	6. Write a piece of music in their chose form using chords to start and creating a melody on top using the lyrics as a guide for melodic and rhythmic choices.	7. Use chord accompaniments patterns a majority of the time.
Anchor Standard #2 - Organize and develop artistic ideas and work							
MU.CR.2.8a							

a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g. unity, variety, balance, tension, and release).	1. Share their improvisation with a small group OR whole group after practicing and perfecting it. 2. Notate their improvisation after performing it. 3. Discuss tension and release created in chord structures. 4. Make an arrangement of a simple melody for 2 or more instruments using major scale chords in a key other than C major.
<b>MU.CR.2.8b</b>	
b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	1. Transcribe chord patterns using major scale chords. 2. Transcribe 8 or more measure rhythmic melodies. 3. Transcribe simple chord based harmonies. 4. Write their own piece of music with a melody, harmony, and chord accompaniment part.
<b>Anchor Standard #3 - Refine and complete artistic work</b>	
<b>MU.CR.3.8a</b>	
a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	1. Take the rough draft of their form piece and self-evaluate using the rubric. Make revisions and explain in a paragraph why they changed what they did. 2. Repeat the process using teacher and then peer provided feedback.
<b>MU.CR.3.8b</b>	
b. Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.	1. Introduce their piece and discuss the creative process and changes that they made (process statement). Read their composer statement. 2. Present/perform their final version of their composition.
<b>Artistic Process - Performing</b>	
<b>Anchor Standard #4 - Select, analyze, and interpret artistic work for performance</b>	
<b>MU.PR.4.8a</b>	
a. Select music to perform using personally-developed criteria and explain reasons for choices.	1. Have students develop a list of things to look for when selecting music. 2. Have students go through the books to select a piece of music that highlights a concept or concepts covered for the year. 3. Have students provide a rationale for their selection.
<b>MU.PR.4.8b</b>	

b. Compare and contrast the form in music selected for performance.	1. List the form for all concert pieces. 2. Compare and contrast the different forms.
<b>MU.PR.4.8c</b>	
c. Read and perform using notation (e.g. syncopation).	1. Review basic rhythms, eighth notes, and 16th notes. Review treble and bass clef pitch reading 2. Review all major scale chords. 3. Use a variety of key signatures and time signatures. 4. Notate and perform music using these elements.
<b>MU.PR.4.8d</b>	
d. Explain how interpretation is connected to expressive intent in various musics.	1. Listen to live performances of singers and discuss why they make choices of how they perform based on the music and lyrics.
<b>Anchor Standard #5 - Develop and refine artistic work for presentation</b>	
<b>MU.PR.5.8a</b>	
a. Apply personally and/or collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	1. Have students collaborate to create criteria and then create 2-3 criteria of their own to evaluation the school concert. 2. Have students evaluate their performance and the whole groups' performance after the whole school concert.
<b>MU.PR.5.8b</b>	
b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	1. Have students identify sections of the concert music to practice individually then find a partner and work together to refine that.
<b>Anchor Standard #6 - Convey meaning through the presentation of artistic work</b>	
<b>MU.PR.6.8a</b>	
a. Perform music with appropriate expression, technique, and interpretation.	1. Perform school concert and class music following all tempo, dynamic, articulation and phrasing markings. 2. Discuss the mood and style considerations of what students perform and how to communicate that musically.
<b>MU.PR.6.8b</b>	

b. Demonstrate performance and audience decorum appropriate for the occasion.	1. Perform in the school concert and class appropriately. 2. Discuss and demonstrate appropriate audience participation in the school concert. Have classroom teachers evaluate this at the school concert.
<b>Artistic Process - Responding</b>	
<b>Anchor Standard #7 - Perceive and analyze artistic work</b>	
<b>MU.RE.7.8a</b>	
a. Compare and contrast one's listening preferences with those of others.	1. Have students write about their favorite songs. 2. Have students in small groups explain what is similar and different between their choices.
<b>MU.RE.7.8b</b>	
b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music.	1. Explain how their response to a piece might be effected by their mood, previous experience, or the response of others. Site specific examples from personal experience or the experience of others.
<b>Anchor Standard #8 - Interpret intent and meaning in artistic work</b>	
<b>MU.RE.8.8</b>	
a. Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent.	1. Have students explain how tempo, dynamics, articulation, phrasing, and style all contribute to the mood and the performer's expressive choices.
<b>Anchor Standard #9 - Apply criteria to evaluate artistic work</b>	
<b>MU.RE.9.8</b>	

a. Apply personally and/or collaboratively-developed criteria to evaluate musical works and performances.	1. Develop criteria as a whole group to evaluate the work/performance. 2. Have students add 2-3 personally developed criteria to evaluate the work/performance. 3. Evaluate and write a critique on music based on the tempo, dynamics, articulation, phrasing, and instrument choices ability to clearly communicate the mood. 4. Discuss and give examples of high and low quality performances and highlight the differences. 5. Have students decide if a performance was high or low quality and explain their reasoning.
<b>Artistic Process - Connecting</b>	
<b>Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art</b>	
<b>MU.CN.10.8a</b>	1. Have students explain how music shapes who they are. 2. Have students explain and give examples of how music can bring people together. 3. Discuss and explain how music creates community.
<b>MU.CN.10.8b</b>	1. Have students discuss their favorite music, must they connect with a happy/sad event, music that makes them think of someone else, etc. and explain why. 2. On the home interview ask questions about why those songs matter to their families. 3. Have students write a reflection on this experience and what they learned through it.
<b>Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>	
<b>MU.CN.11.8a</b>	

a. Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	1. Have students explain how music can connect to other subject areas and present this to the class with specific examples.
<b>MU.CN.11.8b</b>	
Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.	1. Read about the culture, history, society and composer of pieces. 2. Students explain which elements and how these elements effect the way music is performed.