## American Music Grade 8
### Year at a Glance 2022-2023

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<th>Unit</th>
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| Unit 1: Introduction                    | 2 Weeks Quarter 1 | 7, 8                   | In this unit, the students will be able to identify the style of a song and a variety of musical elements. They will also be able to identify and explain their various listening preferences. The students will be introduced to the Final Unit Capstone to be completed during Quarter Four and what artifacts to keep in their ongoing portfolio. **Enduring Understandings**  
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | • How do individuals choose music to experience?  
• How do we discern the musical creators' and performers' expressive intent?  
• How does music define your style?  
• What makes music, music? | **Independent Listening**  
Students will listen to identify the musical elements and message of several listening examples in order to justify a style classification. This is a prerequisite skill which will continue throughout this course. |
| Unit 2: Native American                 | 4 Weeks Quarter 1 | 2, 4, 7, 8, 11         | In the Native American unit, the students will be able to identify musical purposes of songs by using social context. They will be able to identify and explain the elements of Native American music. The students will be able to create and independently perform an ostinato. It is also suggested that the ostinato be placed as an artifact to be used for the Final Unit Capstone. **Enduring Understandings**  
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
- Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.  
- Performers make interpretive decisions based on their understanding of context and expressive intent. | • How does music relate to the values, beliefs, and daily lives of the Native American people?  
• How do musicians make creative decisions?  
• How does understanding the structure and context of musical works inform performance?  
• How do performers interpret musical works?  
• How do individuals choose music to experience?  
• How do we discern the musical creators’ and performers’ expressive intent?  
• How do the other arts, other disciplines, contexts, and | **Unit 2 Summative Assessment (BCPSOne)**  
In this assessment, students will identify ostinato and purpose of songs, describe Native American values and beliefs, and explain how music is functional in daily living. |
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<td>Unit 3: Fife and Drum</td>
<td>3 Weeks Quarter 1</td>
<td>2, 8</td>
<td>In the unit, the students will be able to identify musical elements of fife and drum music. The student will be able to analyze the communicated message of fife and drum music. Students will create and perform simple melodies on a melodic instrument. The students will also be able to read, compose and perform music with sixteenth note rhythms. It is also suggested that the melody be placed as an artifact to be used for the Final Unit Capstone.</td>
<td>daily life inform creating, performing, and responding to music?</td>
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**Enduring Understandings**
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
- Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.

**Essential Questions**
- How do musicians make creative decisions?
- How do we discern the musical creators’ and performers’ expressive intent?
- How does music communicate?

**Summative Assessments**
- Melodic Composition and Performance

Students will create a message and then compose and perform a melody using 5-line notation skills and techniques in order to send the message to troops.
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| Unit 4: Patriotism | 3 Weeks Quarter 2 | 9, 11 | In this unit, the students will be able to analyze the lyrical content of patriotic music. The students will be able to identify and explain the elements of patriotic music. They will be able to create a song with five patriotic lyrics. It is also suggested that the lyrics be placed as an artifact to be used for the Final Unit Capstone. **Enduring Understandings**  
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. | • What does it mean to be patriotic?  
• How does music evoke patriotism?  
• How do we judge the quality of musical work(s) and performance(s)?  
• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | • **Unit 4 Summative Assessment**  
Students will create original lyrics for a patriotic anthem in order to express a personal connection to a country, state, city or school. |
| Unit 5: Spirituals | 3 Weeks Quarter 2 | 1, 8, 11 | In this unit, the students will be able to analyze song form by creating a song map of spirituals. They will be able to decode the lyrical content of spirituals and identify and explain the musical elements. The students will be able to compose and perform call and response music. It is suggested that the form, call and response and/or message assessments be placed as artifacts to be used for the Final Unit Capstone. **Enduring Understandings**  
- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. | • Why would codes be used in music?  
• Why is form important in musical compositions?  
• How do musicians generate creative ideas?  
• How do we discern the musical creators’ and performers’ expressive intent?  
• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | • **Unit 5 Summative Assessment: Listening Map**  
Students will be analyzing a song in order to create a listening map of the song’s form. The analysis and map will include lyrics, appropriate vocabulary and the decoded message. |
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| Unit 6: Blues| 3 Weeks Quarter 2 | 1, 3, 4, 7, 11         | In this unit, the students will be able to identify the storytelling content of Blues music. The students will be able to identify and explain the elements of Blues music. They will also be able to write Blues lyrics following AAB form which expresses a personal story. It is also suggested that the 12 Bar Blues, I, IV, V, and/or power chords be placed as an artifact to be used for the Final Unit Capstone. | • Why do people sing about their feelings?  
• Why is structure important in musical compositions?  
• Where do musicians find inspiration for improvisation?  
• How do musicians improve the quality of their creative work?  
• How does understanding the structure and context of musical works inform performance?  
• How do performers interpret musical works?  
• How do musicians make meaningful connections to creating, performing, and responding?  
• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | • Unit 6 Summative Assessment (BCPSOne)  
Students will demonstrate understanding of the purpose and history of the blues, blues chord progressions and form, lyrical structure, and improvisation concepts. |
| Unit 7: Jazz | 3 Weeks Quarter 3 | 1, 5, 7, 11           | In this unit, the students will be able to identify and explain the musical elements of Jazz. They will be able to explain the historical or societal influences on the evolution of Jazz styles. The students will also be able to independently perform Jazz in a small group. It is also suggested that the historical or societal influences be placed as an artifact to be used for the Final Unit Capstone. | • What creates tone color in music?  
• Where do musicians find inspiration for improvisation?  
• How do musicians generate creative ideas?  
• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | • Unit 7 Summative Assessment (Blendspace)  
Students will demonstrate understanding of various jazz styles through analysis and comparison of style characteristics. |
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<td><strong>Unit 8 Summative Assessment</strong></td>
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|      |          |                        | - The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
- 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.  
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. | | Students will perform a 12-bar blues with accurate rhythm, bass line, form and chords. |
| Unit 8: R & B and Rock and Roll | 4 Weeks  
Quarter 3 | 2, 4, 5, 7, 9, 10, 11 | In this unit, the students will be able to identify five impacts of R & B and Rock and Roll music on social expectations. They will be able to identify and explain the elements of R & B and Rock and Roll music. The students will also be able to independently perform R & B and Rock and Roll music with stylistic accuracy. It is also suggested that the 12Bar Blues with the 6 Chord be placed as an artifact to be used for the Final Unit Capstone.  
**Enduring Understandings**  
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
- Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.  
- Performers make interpretive decisions based on their understanding of context and expressive intent. | - What role has technology played in popularizing music?  
- What makes a performance entertaining?  
- How did R & B and Rock and Roll impact social and gender barriers?  
- How do musicians make creative decisions?  
- How do performers select repertoire?  
- How does understanding the structure and context of musical works inform performance?  
- How do musicians improve the quality of their performance? | |
### Unit 9: Folk

**3 Weeks**  
**Quarter 3&4**

6, 10

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| Unit 9: Folk | 3 Weeks Quarter 3&4 | 6, 10 | In this unit, the students will be able to identify the musical purposes to songs and connect social context to historical events. They will be able to compare and contrast the lyrical content of folk music. The students will also be able to describe the nuances within a variety of musical elements of folk music. It is suggested that the Social Revolution Song be placed as an artifact to be used for the Final Unit Capstone. **Enduring Understandings**  
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
- Musicians judge performance based on criteria that vary across time, place, and cultures. | **Essential Questions**  
- How do individuals choose music to experience?  
- How do we judge the quality of musical work(s) and performance(s)?  
- How do musicians make meaningful connections to creating, performing, and responding?  
- When is a performance judged ready to present?  
- How do context and the manner in which musical work is presented influence audience response?  
- Do musicians have a responsibility to their audience and/or society?  
- How is music used in social and political movements? | **Unit 9 Summative Assessment**  
Students will create an ostinato, compose original lyrics and choose an accompaniment which will demonstrate the importance of messages within the styles of folk, country or bluegrass music. |
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| Unit 10: Pop, Rock, Rap & Hip Hop | 4 Weeks Quarter 4 | 1, 10, 11 | In this unit, the students will be able to identify how rock, rap, hip hop, and pop styles influenced more than five elements of culture. They will self-evaluate, create, and market an original music artist in rock, rap, hip hop, or pop. The students will be able to describe the musical nuances within a variety of elements of rock, rap, hip hop, and pop. It is also suggested that the *What Style Are You* be placed as an artifact for the Final Unit Capstone. | • How does music affect culture and culture affect music?  
• How does music affect the economy?  
• How do visual elements influence musical interest?  
• How do musicians generate creative ideas?  
• How do musicians make meaningful connections to creating, performing, and responding?  
• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | • “What “Style” Are You?: Creating a Solo Act or Group

Students will create a musical solo act or group by identifying and researching a style of music in order to create a name and market their product image to an appropriate venue. |
Maryland Fine Arts Standards for Music

Creating:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refine and complete artistic work.

Performing/Presenting:
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding:
Anchor Standard 7: Perceive and analyze artistic work for presentation.
Anchor Standard 8: Interpret intent and meaning in artistic work.
Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting:
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.