

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 8 Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence

Content Area	Music	Course Title/Grade Level:	Popular Music/8th Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Origins of Popular Music include diverse artists	2 weeks
<u>Topic/Unit #2</u>	Compositional Elements of Popular Music include how race influences pop music	4 weeks
<u>Topic/Unit #3</u>	Music Copyright Laws and Practices	2.5 weeks

Topic/Unit 1 Title	Origins of Popular Music	Approximate Pacing	2 weeks
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Activity: Students find evidence in text and recordings about different genres of music that pre-date popular music, to compare and contrast elements of those genres in today's music.</p>		<p>9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>		<p>CRP11. Use technology to enhance productivity.</p> <p>Activity: Students will use digital technology to increase work time by planning and goal setting.</p>	

Activity: Using information gathered through a variety of digital tools, students create authentic projects highlighting popular music themes	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What improvements and inventions in 20th century technology helped the rise of the popular music industry? Who were the originators of jazz? Who were the originators of rock and roll? How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> Origin of Popular Music from 1900-1970 Elements of Atonal, Jazz, and Rock and Roll music Key songs and bands that defined Alton, Jazz, and Rock and Roll music</p>	<p><i>Students will be able to:</i> Identify the major genres of music from 1900-1970 Connect current popular music to a genre of music from 1900-1970 Distinguish between 20th century, jazz, and rock and roll genres in detail Infer how music from 1900-1970 influenced current Pop Music</p>
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<p>Tests and Quizzes Projects Presentation of final project Class performances</p>
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<p>Class participation Projects Homework Group work Aural/visual assessment and observation</p>

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Projects Group work Aural/visual assessment and observation Presentation of final project Class performances</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>
<p>RESOURCES</p>	
<p>Core instructional materials: American Popular Music by Larry Starr & Christopher Waterman - https://static.america.gov/uploads/sites/8/2016/05/American-Popular-Music_English_508.pdf (or similar articles/books)</p>	
<p>Supplemental materials: Teacher-made activities, Recordings and Videos from Youtube, Spotify,</p>	
<p>Modifications for Learners</p>	
<p>See appendix</p>	

Topic/Unit 2 Title	Compositional Elements of Popular Music	Approximate Pacing	4 weeks
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Activity: Students will research compositional elements of Popular Music and assess the credibility of their sources as they gather reliable sources.</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.</p> <p>Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.</p> <p>Activity: Students will discover how teamwork is used in the development of music. Students will participate in this process as they plan and problem solve the creation of an original piece of music.</p>		<p>CRP2. Apply appropriate academic and technical skills.</p> <p>Activity: Students will create an original piece of music based on fundamental music theory using a variety of digital tools</p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

How do I take my knowledge of basic music theory and apply it to creating my own musical composition?
 How do musicians generate creative ideas?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: How to apply foundations of music theory in writing their own music compositions	Students will be able to: Create and notate their own basic music compositions

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Tests and Quizzes Projects Presentation of final project Class performances
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Class participation Projects Homework Group work Aural/visual assessment and observation
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Presentation of final project Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.

RESOURCES

Core instructional materials:

American Popular Music Resource Book by Carson-Dellosa Publishing (or similar book)
Music Composition For Dummies by Scott Jarrett
Flat.io online composition tool - <http://flat.io>
Soundtrap Online Multi-track Editor - <http://soundtrap.com>

Supplemental materials:
Teacher-made activities, Recordings from Spotify, YouTube, Apple Music

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Music Copyright Laws and Practices	Approximate Pacing	2.5 weeks
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Activity: Students will analyze articles about musical copyright laws to reflect and discuss the implications to musicians and music creators</p>		<p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>Activity: Students will analyze music copyright laws and be able to discuss and reflect on how those laws affect professional musicians and artists in the field.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>Activity: Students will use a variety of digital tools to find examples of copyright infringement in the music culture and discuss the implications</p>		<p>CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity.</p> <p>Activity: Students will create a parody based on fair use guidelines about a current topic in social studies and record their performance using digital tools.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			

What should you consider when you use other people's creative work?
 How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
 How do we discern the musical creators' and performers' expressive intent?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: key vocabulary about copyright, including inspiration, appropriation, copyright, fair use, sample, remix copyright laws for music and how fair use works artists that have violated copyright laws</p>	<p>Students will be able to: define the key concepts of inspiration, appropriation, copyright, and fair use and examine how they relate to creative work.</p> <p>understand the legal and ethical debates that surround using other people's creative work.</p> <p>consider the perspectives of the original creator, potential audiences, and the broader community when using others' material.</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Tests and Quizzes Projects Presentation of final project Class performances</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Class participation Projects Homework Group work Aural/visual assessment and observation</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Projects Group work Aural/visual assessment and observation Presentation of final project Class performances</p>

<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>
<p>RESOURCES</p>	
<p>Core instructional materials: Common Sense Media Music Copyright - https://www.common sense.org/education/articles/3-great-lesson-plans-on-copyright Device with internet for researching copyright claims and examples</p>	
<p>Supplemental materials: Teacher-made activities, Recordings from YouTube, Spotify, Apple Music</p>	
<p>Modifications for Learners</p>	
<p>See appendix</p>	