Bristol Public Schools

Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	8th Grade Songwriting
Course Description for Program of Studies	N/A
Grade Level	8
Pre-requisites	none
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Notation	Songwriting Basics	Writing a 4 Chord Song
Creating			
MU:Cr1.1 Generate and conceptualize artistic ideas and work.	S		S
MU:Cr2.1 Organize and develop artistic ideas and work.	P	S	S
MU:Cr3.1 Refine and complete artistic work.	S		P
Performing			
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.		P	
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.			S

MU:Pr6.1 Convey meaning through the presentation of artistic work.			P
Respond			
MU:Re7.1 Perceive and analyze artistic work.	S	S	
MU:Re8.1 Interpret intent and meaning in artistic work.			
MU:Re9.1 Apply criteria to evaluate artistic work.		P	S
Connecting			
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.	S		
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		S	

UNIT ESSENTIAL QUESTIONS

- Cr1.1.8 How do musicians generate creative ideas?
- Cr2.1.8 How do musicians make creative decisions?
- Cr3.1.8 How do musicians improve the quality of their creative work?
- Cr3.2.8 When is creative work ready to share?
- Pr4.2.8 How does understanding the structure and context of musical works inform performance?
- Pr5.1.8 How do musicians improve the quality of their performance?
- Pr6.1.8 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- Re7.2.8 How does understanding the structure and context of music inform a response?
- Re9.1.8 How do we judge the quality of musical work(s) and performance(s)?
- Cn10.0.8 How do musicians make meaningful connections to creating, performing, and responding?
- Cn11.0.8 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

UNIT ENDURING UNDERSTANDING

- Cr1.1.8 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Cr2.1.8 Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Cr3.1.8 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Cr3.2.8 Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Pr4.1.8 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Pr4.2.8 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Pr5.1.8 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.
- Pr6.1.8 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Re7.2.8 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Re9.1.8 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Cn10.0.8 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Cn11.0.8 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

UNIT 1: Notation

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Cr1.1.8	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent		Content Knowledge	Notes, pitch, duration, bass clef, treble clef, tones, semitones, whole step, half stef, scale, major, minor, triad, chord
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Cr2.1.8	B. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Cr3.1.8	a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
Re7.2.8	a. Compare how the elements of music and expressive qualities	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	relate to the structure within programs of music.		Physical Skill
			Product Development
			Learning Behavior
Cn10.0.8	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
		x	Product Development
			Learning Behavior

Learning Targets

I can:
- Identify notes (pitches and durations)
- Identify bass and treble clefs
- Understand intervals of tones and semitones between notes
- Understand the pattern of Tones and Semitones that make up a major scale
- Identify major and minor thirds by counting semitones
- Understand the difference between major and minor triads
- Understand where major and minor chords occur by scale degree

UNIT 2: Songwriting Basics

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Cr2.1.8	a. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.		Content Knowledge	Instrumentation, lyrics, form, structure, purpose
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr4.1.8	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr4.2.8	c. Identify how cultural and historical context inform performances and result in different musical effects.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Re7.2.8	b.Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Re9.1.8	Apply appropriate personally-developed criteria to evaluate musical works or performances.	x	Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		x	Learning Behavior
Cn11.0.8	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		x	Learning Behavior

Learning Targets

I can:
- Identify the instrumentation used in music
- Identify the purpose and function of the utilized instrumentation
- Analyze the form of the example music
- Analyze the lyrics and lyrical structure of the example music
- Create my own lyrics about a subject I am passionate about

RESOURCES

- Recordings of example music

UNIT 3: Writing a 4 Chord Song

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Cr1.1.8	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent		Content Knowledge	Notes, pitch, duration, bass clef, treble clef, tones, semitones, whole step, half stef, scale, major, minor, triad, chord, instrumentation, lyrics, form, structure, purpose, chord progression, melody, harmony, verse, chorus, bridge, refrain, intro, outro
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Cr2.1.8	a. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. b.Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Cr3.1.8	a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
Cr3.2.8	Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	

	compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	x	Product Development
			Learning Behavior
Pr5.1.8	a.Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		x	Physical Skill
		x	Product Development
			Learning Behavior
Pr6.1.8	b.Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		x	Physical Skill
			Product Development
			Learning Behavior
Re9.1.8	Apply appropriate personally-developed criteria to evaluate musical works or performances.	x	Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		x	Learning Behavior

Learning Targets

I can:

- Input notes and chords into note writing software
- Create a four-chord progression that repeats to create the refrain music
- Create a bass that reinforces the roots of the chord progression
- Create a melody that is supported by the harmonies chosen
- Write lyrics about a topic that is important to me.
- Create a song with a Verse, Chorus, Bridge form.

RESOURCES

- Note writing software - finale, note flight
- Digital music software - garage band, studio one