



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 Modern Band
Course Description for Program of Studies	N/A
Grade Level	7
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	Guitar and Bass	Keyboard	Percussion	Song Structure	Final Project
Creating					
MU:Cr1.1 Generate and conceptualize artistic ideas and work.					P
MU:Cr2.1 Organize and develop artistic ideas and work.					
MU:Cr3.1 Refine and complete artistic work.					S
Performing					
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S		S
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P	P		P
MU:Pr6.1 Convey meaning through the presentation of artistic work.	S	S	S		S

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

UNIT ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- When is creative work ready to share?
- How do musicians make creative decisions?
- How do musicians generate creative ideas?
- How do musicians generate creative ideas?
- How does understanding the structure and context of music inform a response?

UNIT ENDURING UNDERSTANDING

- 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.
- 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.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT 1: Guitar and Bass

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr5.1.E. Hs intermediate	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Guitar, Bass, body, neck, sound hole, fret, bridge, tuning pegs, chord, strum, major, minor
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.E. Hs novice	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re9.1.E. .Hs novice	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
MU:Pr4.3.H .Hs novice	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.		Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.H	a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.		Content Knowledge	
.Hs novice			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- I can:
- Properly hold and play the guitar
 - Perform the e-minor, C, G, and D major chords using intro strumming patterns.
 - Read tablature music
 - Perform a song using tablature on my guitar or bass
 - Independently learn how to play a new chord

RESOURCES

- Little Kid Rock Materials

UNIT 2: Keyboard

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr5.1.E. Hs intermediate	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Key, sharp, flat, natural, chord, major, minor, pressure, hand position, inversion, comping
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.E. Hs novice	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re9.1.E. .Hs novice	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
MU:Pr4.3.H .Hs novice	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.		Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.H	a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.		Content Knowledge	
.Hs novice			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I can:

- Properly play the keyboard
- Perform the C, G, D major and a-minor chords
- Use both hands to play the piano
- Perform a song of my choice

RESOURCES

- Little Kid Rock Materials

UNIT 3: Percussion

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr5.1.E. Hs intermediate	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Drum set notation, pattern, body percussion, tone, timbre, pitch
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.E. Hs novice	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re9.1.E. .Hs novice	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
MU:Pr4.3.H .Hs novice	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.		Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.H .Hs novice	a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I can:

- Read basic drum set notation
- Perform kinesthetic body movements that mimic the drum set
- Perform basic drum patterns using body percussion

RESOURCES

- Little Kid Rock Materials

UNIT 4: Song Structure

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Re7.2. C.6	a. Describe how the elements of music and expressive qualities relate to the structure of the pieces	x	Content Knowledge	Intro, verse, chorus, hook, bridge, melody, harmony
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re7.2. C.8	a. Compare how the elements of music and expressive qualities relate to the structure within programs of music. 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	

Learning Targets

I can:

- Understand components that make up song structure (intro, verse, chorus, hook)
- Identify through listening song structure in basic pop music

RESOURCES

- Little Kid Rock Materials

UNIT 5: Final Project

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr5.1.E. Hs intermediate	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Verse, chorus, bridge, hook, melody, harmony, chord
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.E. Hs novice	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re9.1.E. .Hs novice	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
MU:Pr4.3.H .Hs novice	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.		Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1.H .Hs novice	a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Cr1.1.E .Hs novice	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.1.E .Hs novice	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.2.E .Hs novice	a. Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	understanding of characteristics of music or texts studied in rehearsal.	x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr1.1.H .Hs intermediate	Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I can:

- Create a basic song using the prescribed criteria
- Rehearse that song in my group
- Perform, using instruments, my group's composition
- Analyze feedback received and apply it to my performance
- Compare my performance to others for improved performance

RESOURCES

- Little Kid Rock Materials