

MUSIC CURRICULUM FRAMEWORK¹
 Based on UbD Template 2.0 : Stage 1 – Desired Results

Eighth Grade General Music	Komula/Lowry	Eighth
Course Title	Teacher(s)	Grade Level(s)
Course Structure	<input checked="" type="radio"/> Single Semester <input checked="" type="radio"/> Full Year (Single Grade) <input type="radio"/> Multiple Years (Combined Grades)	

Course Description This class is a study of the musical, social and cultural impact of popular music since the 1950's. The historical context of a post WWII America is discussed in depth. The course will then highlight the early rock and roll disc jockeys and the role they played in the advancement of rock and roll. The class then continues with an in depth study of Elvis Presley. Other artists are discussed in depth such as the Beach Boys, and Pete Seeger. A look at the business of music including starting a band, music management, current salaries in the music business, music recording, copyright laws, and royalty reforms will be explored in depth. A discussion of Folk rock and protest music will also be covered. Students will engage in class discussion, listen to audio examples, and view video examples of many artists discussed in each class. The students will also study the revolution of music in the 1960's beginning with an in-depth look at the Beatles. We will also explore other topics, but are not limited to, such as soul, the psychedelic era, women in rock, etc... The 8th grade students will participate in the 8th grade concert experience the first Thursday in May. Prior to the concert experience, all 8th grade students will gather for preparation by the music staff.

Established Goals	Transfer	
Music Program Goal 1 Develop Skills in Music Reading	<i>Students will be able to independently use their learning to . . .</i>	
	1. Understand the social and cultural impact that music has on a society. 2. Make informed decisions as music consumers.	
	3. Critically analyze a piece of music to better understand the composer's perspective.	
Music Program Goal 2 Perform with Musical Expression	Meaning	
	<i>Understandings</i>	<i>Essential Questions</i>
Music Program Goal 3 Listen to Music with Understanding	<i>Students will understand that . . .</i>	
	1. Music from the past influences the creation of music of the present and future. 2. All styles of music are important in the evolution of modern popular music. 3. Music has social and political influence and can be influenced by social and political movements. 4. Music reflects the time in which it was created. 5. Advancements in technology have influenced music in the past and continue to influence music in the present.	1. The difference between music of good quality and music of poor quality. 2. Ways that music can be performed in an expressive way. 3. How music can express emotions. 4. What it takes to be a musician or work in the music industry. 5. How music is used in social and political movements. 6. How to articulate personal opinions of music and explain how and why their personal experiences have affected their opinions.
Music Program Goal 4 Make Value Judgments about Music		

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

Acquisition of Knowledge & Skill²	
<i>Knowledge</i>	<i>Skills</i>
<p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. The evolution of rock and roll in its historical context. 2. The history of the Beatles. 3. The history of Elvis Presley 4. The history of the Beach Boys 5. The history of folk music and its relationship to protest music. 6. The history of Pete Seeger. 7. Available jobs in the music industry and the current pay scale of each profession. 8. The history of psychedelic rock. 9. How to behave at different types of musical performances including a rock concert. 10. How to recognize the effects of the change in technology and social media on music. 	<p><i>Students will be skilled at . . .</i></p> <ol style="list-style-type: none"> 1. Analyzing popular music. 2. Recognizing musical trends that have influence music and society. 3. Recognizing music from the rock and roll era. 4. Recognizing the influence of musical groups such as the beatles and the beach boys. 5. Terminology of the music business. 6. Recognizing patterns in musical form. 7. How to behave at different types of musical performances including a rock concert.

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).