

## General Music: Grade 8

<b>Lesson plan #</b>	<b>Topic</b>	<b>Big Idea</b>	<b>Curricular Competencies</b>	<b>Objectives</b>	<b>Activities /Strategies</b>	<b>Materials</b>	<b>Assessment</b>
1	Feels/Grooves/ Rhythm section/ Dance	Creative growth requires patience, readiness to take risks, and willingness to try new approaches.	-Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences -Interpret and respond to works of art	The student will recognize and reproduce 1-2 bar rhythmic patterns, which are building blocks of the 3 main grooves (samba, bossa nova, forro)	Slide show; listening examples; play a groove using percussive instruments (clave)	- <i>Percussion instruments (surdo, tamborim, agogo, triangle, zabumbe)</i> -Written patterns (conventional and graphic notation)	F: In-class evaluation of engagement and content knowledge shown by demonstration, by teacher using rubric.
2	Social history of Brazil	Artists often challenge the status quo and open us to new perspectives and experiences.	Reflect on works of art and creative processes to understand artists motivations and meanings	The student will explain the origins of the diverse peoples in Brazil and assess their influences on the national music.	-Slideshow; open discussion; group activities (inquiry); small group presentations. -Discuss Samba schools -El Sistema -Freire pedagogy	-Computer, projector, videos of examples, geographical and historical maps, blank maps, timelines.	F: In-class evaluation of engagement, content, and knowledge shown by small group presentation. (rubric)
3	Singing/ Language/ Pronunciation	Dance, drama, music, and visual arts are each unique languages for creating and communicating.	Describe, interpret and respond to works of art	Given instruction on pronunciation, history of the language, demonstrations and examples of	-Listening to Brazilian music audio examples -Compare Spanish, French and Portuguese	-Music repertoire: lead sheets for 15 songs -IPA handout (international	F: Students will pair up and choose a song and write the lyrics using the IPA for

				different singers, the student will pair up and choose a song with lyrics to perform and will demonstrate proper pronunciation	musical excerpts (Astrud Gilberto, Charlotte Gainsbourg)	phonetic alphabet)	pronunciation and either perform the song with a track, or teach the rest of the class the appropriate pronunciation.
4	Song repertoire	Individual and collective expression can be achieved through the arts.	-Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making -Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences	The student will describe and analyze/discuss two songs from each of the noted songwriters.	-Review notable artists -Pick two songs -Play one to two versions of the same song -Identify instrumentation differences -Review songs feels and identify between samba and bossa nova	-Computer -Projector, -Speaker, -Repertoire book	S: In-class written and listening test. Students are given a bank of songs to choose from and then choose the name that coincides with the musical examples.
5	Instrumentation	Dance, drama, music, and visual arts are each unique languages	-Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists)	Given lecture and demonstration on and visual and audio examples of the most common	-Slideshow; open discussion; group activities -Matching game (one column is	-Computer -Projector -Slideshow with pictures -Instruments	S: In-class assessment (written and listening quiz) with matching

		for creating and communicating.	use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas -Interpret and communicate ideas using symbols and elements to express meaning through the arts	instruments found in samba, bossa nova, and forro Brazilian music, the student will name and distinguish between those instruments and pair them with the specific style they are associated with.	pictures and another is instruments names. -Review what instruments are used in the samba, bossa nova, and forro styles of Brazilian music -Everyone gets a turn playing each instrument.	(variety *see above for percussion*)	names to pictures and names to sounds.
6	Notable Artists/ Songwriting	Individual and collective expression can be achieved through the arts.	-Reflect on works of art and creative processes to understand artists motivations and meanings	The student will differentiate and contrast at least two songwriters from each sub-genre of Brazilian music.	-Listening activities, mini artist bios/trivia, matching games, open discussion, and brainstorm. -Bossa Nova: Joao Antonio Carlos Jobim, Pixinguina MPB: Novos Baianos, Chico Buarque, Modern Pop: Djavan	-Computer -Projector -Audio examples -Printouts for activities	S: In-class listening/ matching quiz (percentage grade).

	<b>Not Meeting Expectations</b>	<b>Meeting Some Expectations</b>	<b>Meeting Expectations</b>
<b>Class Engagement</b>	Student rarely attends class and does not listen or make eye contact with the speaker. The student only makes off-topic comments or does not make comments at all.	Student attends and listens in class occasionally and makes eye contact with the speaker most of the time. The student occasionally makes comments in class and/or often makes off-topic comments.	Student attends all classes, listens actively and makes eye contact with the speaker. The student makes appropriate on-topic comments each class.
<b>Group Presentation</b>	Student does not participate in presentation preparation. Student does not contribute equitably to the in-class presentation.	Student contributes minimally to presentation and presentation preparation. Some members of the group are left out of the presentation component of the presentation.	Student participates in presentation preparation and contributes equitably. Presentation is divided to include all members of the group.
<b>Class Conduct</b>	Not recognizing and/or devaluing activities, peer engagement in class and/or instructors advice.	Neutral attitude for peers, instructors, and content presented.	Showing respect and positive attitude for peers, instructors, and content presented.
<b>Preparedness</b>	Student does not complete take-away tasks or is attempting to complete them at the beginning of class. More than 50% of assignment deadlines are missed.	Student completes some, but not all take-away tasks. Less than 50% of deadlines are missed.	Student completes small take-away tasks prior to lesson and has the material prepared for use in class. All deadlines are met.