## **Instructional Unit Title: Garage Band to Grammys**

Music 8th Grade

**Generalist Pathways** 

The teacher may provide sheet music for an 8-measure body percussion piece using two levels (e.g., snap, clap, pat, stomp) so that students can analyze traditional rhythmic notation.



The teacher may model composing a 12measure body percussion selection incorporating more complex sequences using at least two levels (e.g., stomp, pat, clap, snap) so that students can begin to see how music can be modified through changing the length of measures and complexity of rhythms.



The teacher may model arranging a 12-measure body percussion composition for "found sounds" (at least two different soundshitting trash can lid, swiping water, etc.) so that students can explore other options for making percussive sounds.



The teacher may provide sheet music for an 8-measure melodic piece so that students can analyze traditional melodic notation.



The teacher may provide examples of how to evaluate a composed piece so that students can understand the importance of reflection and evaluation in the creative process.



The teacher may introduce the use of loops so that students can begin to discover ways to expand a basic musical sequence.



The teacher may demonstrate how to perform and record using looping and recording software (e.g., Garage Band) so that students can identify the ways in which composition looks different in a digital format.



The teacher may model composing a 12-measure melodic piece so that students can begin to understand the pattern and structure of the pentatonic scale as a basis for composition.



The teacher may model making revisions to a composition so that students can understand that music can be altered/revised/refined based on self-evaluation.



PERFORMANCE ASSESSMENT: You are a musician and you have been commissioned by your school to present a piece in the "Reach for the Stars" Night. You (or a small group) will create, record and mix a music composition based on found sounds, recorded sounds, and loops found in a music-looping program (e.g., Garage Band) and present these compositions to your peers. You will be asked to share a brief reflection on the story behind the piece and the emotions you were trying to convey.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.