

# 8th Grade General Music

## **Unit Title: Rhythm and Melody**

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

#### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Anchor Standard 2: Organizing and developing ideas.

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

Anchor Standard 3: Refining and completing products.

- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

#### **2020 1.2 Media Arts Standards**

- **1.2.8.Cr1a:** Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- **1.2.8.Cr1b:** Organize and design artistic ideas for media arts productions.
- **1.2.8.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **1.2.8.Cr2a:** Organize and design artistic ideas for media arts productions.
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#### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

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<ul style="list-style-type: none"> <li>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.</li> <li>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</li> <li>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</li> </ul>	
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Music is embedded in the celebrations and storytelling of all cultures.</li> <li>Historical periods can be defined by musical style and genre.</li> <li>Music has structure.</li> <li>Music can be performed at any time using various methods to create sound.</li> <li>The elements of music are combined in unlimited and various ways to create meaning and emotion.</li> <li>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics).</li> <li>Technology impacts the creation and performance of music.</li> <li>Rhythmic accuracy can be improved with software-level quantization.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>What is the beat in music?</li> <li>How do different meters and time signatures change the sound and performance of music?</li> <li>Why is it important to understand the elements of music?</li> <li>Why is it important to understand the elements of music?</li> <li>Why is it important to have a system for recording music?</li> <li>How are musical symbols derived and what are their functions?</li> <li>How does technology assist in the writing and recording of music?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>Rhythm</li> <li>Rhythmic Notes</li> <li>Beat</li> <li>Metronome</li> <li>Sequence</li> <li>Midi</li> <li>Pitch</li> <li>Pitched Notes</li> <li>High and Low</li> <li>Hertz</li> <li>4/4 time signature</li> <li>Diatonic</li> <li>Chromatic</li> <li>Harmony</li> <li>Tempo</li> <li>Quantize</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>Analyze and define what a time signature is and its purpose.</li> <li>Define the mathematical components of Whole, Half, Quarter, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Triplet notes and Corresponding Rests.</li> <li>Define, label and perform patterns including Whole, Half, Quarter, Eighth, and Sixteenth Notes and Rests.</li> <li>Accurately perform rhythmic patterns.</li> <li>Accurately read and perform melodic patterns.</li> <li>Demonstrate the 2/4, 3/4, 4/4, and 6/8 meters through the use of strong beat.</li> <li>Notate simple rhythms from dictated examples.</li> <li>Properly perform dynamic and tempo changes within musical examples</li> <li>Pronounce, label and define Dynamic and Tempo markings.</li> <li>Quantize rhythms to various note subdivisions.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p>Computer Science and Design Thinking: 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p>English Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Comprehensive Health and Physical Education 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation</p>	

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2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

#### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance
- Digital Music Performance

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Participation in class discussions and meter identification exercises.
- Accuracy of note and rhythm identification on written examples.
- Accuracy of written rhythmic dictation exercises.
- Accuracy of Digital Music creation.
- Teacher evaluation of in-class performances.
- Self-evaluation of in-class performances.

#### Resources:

- Music books
- Music Recordings
- Optional Drums, or other unpitched instruments
- Websites: Chrome Music Lab; Edu.BandLab.com

#### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

#### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

#### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> </ul>

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<ul style="list-style-type: none"> <li>Accelerated Study</li> <li>Use of technology</li> <li>Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>Kinesthetic activity</li> <li>Mnemonics</li> <li>Feedback</li> <li>Use of technology</li> <li>Student Choice</li> <li>Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>Kinesthetic activity</li> <li>Mnemonics</li> <li>Feedback</li> <li>Use of technology</li> <li>Student Choice</li> <li>Highlighting key points</li> <li>Chunking</li> <li>Rhythm Games</li> <li>Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>Chunking</li> <li>Additional Rhythm Games</li> <li>Extra Teacher Assistance</li> <li>Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::  Extended time  Provide visual aids  Repeated directions  Differentiate based on proficiency  Provide word banks  Allow for translators, dictionaries</p>
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### Unit Title: Introduction to Music Technology

#### Stage 1: Desired Results

##### Standards & Indicators:

##### 2020 New Jersey Student Learning Standards - Visual and Performing Arts

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- 1.3E.12prof.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.

Anchor Standard 2: Organizing and developing ideas.

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- 1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

Anchor Standard 3: Refining and completing products.

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- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- 1.3E.12prof.Cr3a: Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- 1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
- 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- 1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

### **2020 1.2 Media Arts Standards**

- **1.2.8.Cr2b:** Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **1.2.8.Cr3a:** Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- **1.2.8.Pr5a:** Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem-solving, collaborative communication) through performing various roles in producing media artworks.
- **1.2.8.Pr6a:** Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
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- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### **Central Idea/Enduring Understanding:**

- Importance of learning and following the rules of using technology devices (use of technology agreement) in the classroom.
- Technology impacts the creation and performance of music.

### **Essential/Guiding Question:**

- How are students expected to behave when using school technology?
- What is a soundscape?
- What makes up the soundscape in the room?
- What is gain?

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<ul style="list-style-type: none"> <li>• Soundscapes are a synthesis of music creation and sound technologies.</li> <li>• Soundscapes can be employed in a wide variety of circumstances.</li> <li>• Express work flow ideation by learning terms related to digital audio editing.</li> <li>• Audio loops and multi-track recording/mixing are a tenet of modern digital audio creation.</li> </ul>	<ul style="list-style-type: none"> <li>• What is compression?</li> <li>• What is panning?</li> <li>• What is clipping?</li> <li>• What is pitch?</li> <li>• What is a synthesizer?</li> <li>• What is a microphone?</li> <li>• What are headphones?</li> <li>• What is audacity?</li> <li>• What is a loop?</li> <li>• What is a waveform?</li> <li>• What is multi-tracking?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Rhythmic Notes</li> <li>• Beat</li> <li>• Metronome</li> <li>• Sequence</li> <li>• Midi</li> <li>• Pitch</li> <li>• Pitched Notes</li> <li>• High and Low</li> <li>• Hertz</li> <li>• 4/4 time signature</li> <li>• Diatonic</li> <li>• Chromatic</li> <li>• Harmony</li> <li>• Tempo</li> <li>• Gain</li> <li>• Microphone</li> <li>• Headphones</li> <li>• Synthesizer</li> <li>• Multi-track recording</li> <li>• Waveform</li> <li>• Clipping</li> <li>• Compression</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Understand that a soundscape is a collection of the sounds heard in a particular location, considered as a whole.</li> <li>• Adjust gain to measure how much a signal is amplified.</li> <li>• Adjust compression to even out the overall volume level.</li> <li>• Spread of a sound signal in speakers or headphones with pan.</li> <li>• Avoid clipping, a distortion of sound, usually due to the audio being too loud.</li> <li>• Adjust pitch, the frequency of a note.</li> <li>• Use a synthesizer, an electric instrument capable of producing a wide range of sounds.</li> <li>• Utilize a microphone to convert sound into an electrical signal.</li> <li>• Use Headphones to hear and make fine adjustments to audio creations.</li> <li>• Use loops in a digital audio creation.</li> <li>• Manipulate the waveform of sound.</li> <li>• Use multi-track recording software to edit and enhance music creations.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p>Computer Science and Design Thinking: 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p>English Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Comprehensive Health and Physical Education 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• Rhythmic Accuracy</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Class-Work Review</li> <li>• Teacher Observation</li> </ul>



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<ul style="list-style-type: none"> <li>• Performance</li> <li>• Self-Assessment</li> <li>• Pitch Awareness</li> <li>• Participation</li> <li>• End-of-Marking Period Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Group &amp; Cooperative Work</li> <li>• Instrument Performance</li> <li>• Digital Music Performance</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b>  Discussion, demonstration, viewing of videos, digital music creation, direct instruction:</p> <ul style="list-style-type: none"> <li>• Song Maker songs on Chrome Music Lab</li> <li>• Chrome Music Lab exploration</li> <li>• Drum Machine on Edu.BandLab.com</li> <li>• LoFi with loops</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Music books</li> <li>• Music Recordings</li> <li>• Optional Drums, or other unpitched instruments</li> <li>• Websites: Chrome Music Lab; Edu.BandLab.com</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications</p>

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	<ul style="list-style-type: none"> <li>Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>Student Choice</li> <li>Highlighting key points</li> <li>Chunking</li> <li>Rhythm Games</li> <li>Word Banks</li> </ul>	<p>will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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### **Unit Title: Science of Sound**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

##### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 7: Perceiving and analyzing products.

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Anchor Standard 8: Applying criteria to evaluate products.

- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Anchor Standard 9: Interpreting intent and meaning.

- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.



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- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **2020 1.2 Media Arts Standards**

- 1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.2.8.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- 1.2.8.Cn10a:** Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### **Central Idea/Enduring Understanding:**

- Sound waves have various properties.
- Sound travels as vibration through a medium such as air or water.
- Sound is perceived in the inner ear through specific anatomical structures.
- Sound waves have relation to pitch and volume.
- The decibel is a unit measure of sound.
- It is possible to conduct scientific experiments relating to sound waves and decibel levels.

### **Essential/Guiding Question:**

- What is a sound wave?
- What does the height of the sound wave represent?
- What does the width of the sound wave represent?
- How does sound travel?
- How does your brain receive a sound wave?
- What are the three main parts of the human ear?
- What is a decibel?
- What is the acceptable decibel range for the human ear?
- What happens if the decibel levels are too high?
- What is data and how do you collect it?

### **Content:**

- Sound waves
- Vibration
- Medium
- Inner ear
- Pitch
- Volume
- Decibel
- Science

### **Skills(Objectives):**

- Acquire the basic skills required to operate the various electronic devices used in class.
- Accurately measure the decibel level of a location.
- Collect scientific data, and come to a conclusion regarding the data collected.

### **Interdisciplinary Connections:**

**English Language Arts**

## 8th Grade General Music

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### **Mathematics**

6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.

### **Science**

MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.

### **World Language**

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Formative Assessment
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Discussion, demonstration, viewing of videos, direct instruction, creation of hypothesis, collection of data, and writing of conclusion:

- Hearing Test
- Decibel Test
- Interactive Ear
- Build a Harp
- Decibel Experiment

### Resources:

- Music books
- Music Recordings
- Optional Drums, or other unpitched instruments
- Websites: Chrome Music Lab; Edu.BandLab.com

### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

## 8th Grade General Music

<b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

<b><u>Unit Title:</u></b> Sound Engineering
<b>Stage 1: Desired Results</b>
<b><u>Standards &amp; Indicators:</u></b> <b><u>2020 New Jersey Student Learning Standards - Visual and Performing Arts</u></b> Anchor Standard 4: Selecting, analyzing, and interpreting work. <ul style="list-style-type: none"> <li>• 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</li> </ul>

## 8th Grade General Music

- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.

### Anchor Standard 6: Conveying meaning through art.

- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- 1.3E.12prof.Pr6a: Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

### Anchor Standard 7: Perceiving and analyzing products.

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3E.12prof.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

### Anchor Standard 9: Interpreting intent and meaning.

- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

### Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

### Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **2020 1.2 Media Arts Standards**

- **1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- **1.2.8.Cn11a:** Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- **1.2.8.Cn11b:** Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.Cl.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.Cl.4 - Research the development process of a product and identify the role of failure as a part of the

## 8th Grade General Music

<p>creative process.</p> <ul style="list-style-type: none"> <li>9.4.5.DC.1 - Explain the need for and use of copyrights.</li> <li>9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</li> <li>9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.</li> <li>9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.</li> </ul>	
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Modify a sound clip with 'pitch shift', 'speed' and 'tempo' functions.</li> <li>Record a sound through a microphone with the appropriate levels (without clipping).</li> <li>Split, cut, copy, paste and loop a sound clip.</li> <li>Download sounds from internet sound libraries including creative commons license.</li> <li>Create a multi-track soundscape.</li> <li>Midi files have similarities, but important differences with sound files.</li> <li>Midi information can be inputted with a variety of controller devices.</li> <li>Samplers record external sounds to be used as primary sources for tone generation.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>How do you perform a 'pitch shift' to a sound clip?</li> <li>How do you perform a 'speed' transformation to a sound clip?</li> <li>How do you perform a 'tempo' transformation to a sound clip?</li> <li>How do you record your voice using a microphone?</li> <li>How do you eliminate clipping from a recording?</li> <li>How do you split/cut/copy/paste a portion of a sound clip?</li> <li>Where are resources to download audio clips?</li> <li>How do you import sound clips?</li> <li>How do you create multiple audio tracks?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Ensemble</li> <li>Vocal</li> <li>Instrument Families</li> <li>Timbre</li> <li>Pitch</li> <li>Pitch Shift</li> <li>Clipping</li> <li>Creative Commons</li> <li>Multi-track</li> <li>Midi</li> <li>Effects</li> <li>Pan</li> <li>Reverb</li> <li>AutoTune</li> <li>Sampler</li> <li>Tone</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p>Students will acquire the skills to perform the following functions:</p> <ul style="list-style-type: none"> <li>Pitch Shift</li> <li>Speed Transformation</li> <li>Tempo Transformation</li> <li>Record while eliminating clipping</li> <li>Split/Cut/Copy/Paste/Loop a sound clip</li> <li>Import audio from file</li> <li>Create multiple audio tracks</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>English Language Arts</b></p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	

# 8th Grade General Music

## Mathematics

6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.

## Science

MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.

## World Language

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Formative Assessment
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Performance

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Participation in class discussions and meter identification exercises.
- Accuracy of note and rhythm identification on written examples.
- Accuracy of written rhythmic dictation exercises.
- Accuracy of Digital Music creation.
- Teacher evaluation of in-class performances.
- Self-evaluation of in-class performances.

### Resources:

- Music books
- Music Recordings
- Optional Drums, or other unpitched instruments
- Websites: Chrome Music Lab; Edu.BandLab.com

### LGBT and Disabilities Resources:

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## 8th Grade General Music

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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## Pacing Guide

Course Sections	Resource	Standards
<b>Rhythm and Melody</b>	<b>Websites; Media; Textbooks</b>	<b>2020 NJSLs – Visual and Performing Arts</b>
5 Class Sessions	<ul style="list-style-type: none"> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• Kjos Excellence in Theory</li> <li>• Alfred's Essentials of Music</li> </ul>	1.3A.8.Cr1a 1.3B.12prof.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3B.12prof.Cr2b

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	Theory <ul style="list-style-type: none"> <li>• Littlekidsrock.org</li> </ul>	1.3A.8.Cr3b 1.3B.12prof.Cr3b 1.3A.8.Pr4b 1.3A.8.Pr4c
<b>Introduction to Music Technology</b>		
9 Class Sessions	<ul style="list-style-type: none"> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• “Music Tech 101” textbook by Brian Laakso</li> <li>• YouTube.com</li> </ul>	1.3A.8.Cr1a 1.3B.12prof.Cr1a 1.3E.12prof.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3B.12prof.Cr2b 1.3E.12prof.Cr2a 1.3A.8.Cr3b 1.3B.12prof.Cr3b 1.3E.12prof.Cr3a 1.3E.12prof.Cr3b 1.3A.8.Pr4b 1.3A.8.Pr4c 1.3E.12prof.Pr4a 1.3E.12prof.Pr4b 1.3E.12prof.Pr4c
<b>Sound Engineering</b>		
9 Class Sessions	<ul style="list-style-type: none"> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• Music Mosaic text/lesson ideas by Anna Wendland</li> <li>• YouTube.com</li> <li>• TeachRock.org</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3A.8.Pr4b</li> <li>• 1.3A.8.P4d</li> <li>• 1.3A.8.Pr4e</li> <li>• 1.3E.12prof.Pr4a</li> <li>• 1.3B.12prof.Pr6a</li> <li>• 1.3B.12prof.Pr6b</li> <li>• 1.3B.12prof.Pr6a</li> <li>• 1.3B.12prof.Pr6b</li> <li>• 1.3E.12prof.Pr6a</li> <li>• 1.3A.8.Re7a</li> <li>• 1.3A.8.Re7b</li> <li>• 1.3A.8.Re7c</li> <li>• 1.3E.12prof.Re7a</li> <li>• 1.3E.12prof.Re9a</li> <li>• 1.3A.8.Cn10a</li> <li>• 1.3A.8.Cn11a</li> </ul>