

Music: Grade Eight

Content Standard #6 Music Each student will have acquired basic music understandings and proficiencies.
Standard #6.1 Expression of Music
Standard #6.2 Creation of Music
Standard #6.3 Theory of Music
Standard #6.4 Aesthetic Valuation of Music

Description

The 8th grade music course is a quarter-long music class. Students will learn the basics of singing technique and solfege from 7th music and will sing in 2 or more parts. Students will gain confidence by singing in class and at various performances. They will learn to appreciate music and singing with a group.

Time Allocation
42 minutes per day for one quarter

Resources
Choral music
Accompaniment tracks
Dry-erase boards and markers
Finale Notepad software
Internet
Performances: Veteran’s Day assembly
Holiday Extravaganza (optional)
End of quarter performance

Assessments
Weekly singing tests
Theory or composer tests
Composition project
Performances

Grades and Achievement Levels
Grades are based on class participation, completion of assignments, and projects. Achievement rating is based on mastery of content skills and processes. The rating is based upon the student's attainment of the grade level expectations.

Essential Concepts: Music Grade Eight

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
<ul style="list-style-type: none"> • Performance in four or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale • Performing accurately and expressively at the first reading at the minimal level of 1 to 2 and on the difficulty rating scale • Demonstrating contrasting modalities through performance 	<ul style="list-style-type: none"> • Creating music using melodic and harmonic sequences • Arranging a simple existing composition • Improvisation over simple harmonic progressions 	<ul style="list-style-type: none"> • Transcribing and rhythmically demonstrating multiple and changing meter signatures • Notating level 2 compositions • Identifying musical elements in a level 2 difficulty rating scale in a composition or performance • Identifying basic elements of written examples of music using appropriate musical vocabulary • Application of specific criteria from similar or exemplary models in evaluating music of compositions, arrangements, and improvisations 	<ul style="list-style-type: none"> • Evaluation of musical performances and compositions using advanced criteria • Articulating music’s role and cultural tradition in American history and society

Expectations: Music Grades Eight

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
<ol style="list-style-type: none"> 1. Sang in three, four, or more parts 2. Responded to conductor's cues of balance and blend while singing 3. Incorporated all musical symbols, tempo indications, expressive indications, and technical indications while maintaining consistent tone quality, intonation, balance, blend, diction, and phrasing 4. Demonstrated the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form) during ensemble performances 5. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications 6. Maintained a consistent tone quality, intonation, balance, blend, and phrasing 7. Sang four major and three minor scales at least one octave in keys relative to their voice and understood relationships between major and minor 8. Performed music literature that contains contrasting modes 	<ol style="list-style-type: none"> 1. Notated a melodic pattern in sequence, of at least 12 measures, adding tonal accompaniment; utilized current technology 2. Notated a harmonic pattern in sequence, of at least 12 measures; may utilize current technology 3. Created a new arrangement of an existing vocal composition using different voices 4. Created a new arrangement of an existing instrumental composition 5. Improvised a 12-bar solo vocally over a three-chord pattern using varied rhythmic, melodic, or harmonic patterns 	<ol style="list-style-type: none"> 1. Transcribed or demonstrated rhythms within musical examples that incorporate combinations of dotted notes and corresponding rests in various meters 2. Demonstrated written rhythms using various tempo and dynamic markings 3. Read notes on a staff including four or more ledger lines above or below the staff 4. Identified and notated I, IV, V, V7, I chord progressions in a given key signature 5. Described, using a minimum of four markings (articulation, dynamic and tempo), when analyzing a musical example 6. Given prescribed criteria, identified the form of a composition 	<ol style="list-style-type: none"> 1. Developed and described informed criteria for evaluating musical performances and compositions 2. Evaluated works from personal listening repertoire with an advanced vocabulary 3. Described various ways music is used and enjoyed in different societal backgrounds and cultural traditions 4. Created and defended a personal listening repertoire representing various styles and cultures from a span of musical eras and time periods 5. Discussed the instrumental composition of various kinds of American musical ensembles 6. Discussed the vocal composition of various kinds of American musical ensembles and the function of the voices within the ensembles