



What 8th Grade Students in Music Are Expected to Know and Be Able to Do

Music 8 STANDARDS

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
- 1.3 Transcribe aural examples into rhythmic and melodic notation.
- 1.4 Sight-read accurately and expressively (level of difficulty: 2; scale: 1–6).

Listen to, Analyze, and Describe Music

- 1.5 Analyze and compare the use of music elements representing various genres, styles, and cultures with an emphasis on chords and harmonic progressions.
- 1.6 Describe larger music forms (symphony, tone poem).

- 1.7 Explain how music elements are used to create specific music events in given aural examples.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized; by oneself and in ensembles (level of difficulty: 3; scale: 1–6).
- 2.2 Sing music written in two, three, or four parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation—by oneself and in

ensembles (level of difficulty: 3; scale: 1–6).

Compose, Arrange, and Improvise

- 2.4 Compose short pieces in duple, triple, mixed, and compound meters.
- 2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sources of sound, including digital/electronic media.
- 2.6 Improvise melodic and rhythmic embellishments and variations in major keys.
- 2.7 Improvise short melodies to be performed with and without accompaniment.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of music

- 3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.
- 3.2 Identify and explain the influences of various cultures on music in early United States history.
- 3.3 Explain how music has reflected social functions and changing ideas and values.

Diversity of Music

- 3.4 Compare and contrast distinguishing characteristics of music genres and styles from a variety of cultures.
- 3.5 Perform music from diverse genres, cultures, and time periods.
- 3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- 4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
- 4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions,

arrangements, and improvisations by oneself and others.

Derive Meaning

- 4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.
- 4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

Connections and Applications

- 5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
- 5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

Careers and Career-Related Skills

- 5.3 Describe skills necessary for composing and adapting music for use in film, video, radio, and television.

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