

6th Grade:

Expression of Music:

2. Perform Music in unison and two-parts accurately and with technique in order to convey intent.

- a. Sing and/or play with correct technique and consistent tone quality, intonation, balance, diction/articulation, and phrasing. (See levels .5-1 in Music Skills Appendix
- b. Respond to written or visual cues for tempo, simple dynamics, and time signatures including 2/4, 3/4, and 4/4.
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form). (See levels .5-1 in Music Skills Appendix

1. Apply teacher and peer critiques and self-reflection to refine individual and/or ensemble performances

- a. Identify and apply teacher and peer feedback to rehearse, refine, and determine when a piece is ready to perform.
- b. Apply self-reflection process to refine musical performance

Creation of Music:

1. Compose, improvise, and arrange simple melodic and rhythmic phrases to convey intent

- a. Compose a combination of melodic and rhythmic phrases of basic length (e.g., 2-4 measures) within structured parameters using a variety of notation methods at a .5-1 level on the difficulty rating scale. (See levels .5- 1 in Music Skills Appendix
- c. Arrange an existing piece by changing one musical element. (See levels .5-1 in Music Skills Appendix

Theory of Music:

1. Read, notate, and identify musical symbols by name or function for rhythm, pitch, articulation, and dynamics

- a. Identify by name or function and notate musical symbols. (See level 1 in Music Skills Appendix
- c. Notate melodic and/or rhythmic patterns of two to four measures. (Select levels .5-1 in the Music Skills Appendix

3. Aurally identify and differentiate elements of a piece of music

- b. Aurally recall a simple melodic phrase and play or sing it back.

Aesthetic Valuation of Music:

1. Evaluate musical performances using prescribed criteria.

- a. Identify criteria used in evaluating various kinds of musical performances.

2. Identify and describe uses for music in different world cultures

- b. Describe various ways music is used and enjoyed in different cultural traditions

7th Grade:

Expression of Music:

- 1. Perform contrasting pieces of music, making interpretive and expressive choices**
 - a. Perform music rhythmically correct. (See levels 1-2 in Music Skills Appendix).
 - b. Perform music with correct pitches and intonation. (See levels 1-2 in Music Skills Appendix)
 - c. Perform music with expressive qualities. (See levels 1-2 in Music Skills Appendix)
- 2. Perform music in two or more parts accurately and with technique in order to convey intent.**
 - a. Sing and/or play with correct technique with consistent tone quality, intonation, balance, diction/articulation and phrasing. (See levels 1-2 in Music Skills Appendix).
 - b. Respond to written or visual cues for tempo, dynamics, and time signatures including 6/8.
 - c. Demonstrate the ability to adjust elements of music (pitch, rhythm dynamics, timbre, texture, form). (See levels 1-2 in Music Skills Appendix)
- 3. Apply self-reflection to create criteria and refine the individual and/or ensemble performances.**
 - a. Identify and apply self-reflection of criteria to rehearse, refine, and determine when the music is ready to perform.
 - b. Apply self-reflection process to refine musical performance

Theory of Music:

- 1. Read, notate, and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form**
 - a. Identify by name or function and notate musical symbols. (See level 2 in Music Skills Appendix)
 - b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level 1 in the Music Skills Appendix)
 - c. Notate melodic and/or rhythmic patterns of two to four measures. (See levels 1-2 in the Music Skills Appendix)
- 2. Analyze structure, use of musical elements, and expressive choices within musical compositions.**
 - a. Describe the way in which elements of music and form are manipulated and how it informs the response to music. b. Aurally recall a simple melodic phrase and play or sing it back.
 - b. Analyze a musical excerpt and describe the composer's application of musical structures and elements. (See levels 1-2 in Music Skills Appendix)
- 4. Aurally identify and differentiate elements of music including simple tonal and/or rhythmic relationships.**
 - a. Listen to a rhythmic phrase of 2-4 measures and notate the correct rhythm
 - b. Listen to two diatonic tones and identify the interval from a given starting pitch.
 - c. Aurally identify a variety of tonalities

Aesthetic Valuation of Music:

- 4. Identify and describe the ways in which music is used as historical record**
 - b. Identify how different historical contexts can result in different music performances and interpretations

8th Grade:

Expression of Music:

1. Perform contrasting pieces of music, making interpretive and expressive choices

- a. Perform music rhythmically correct. (See levels 2-3 in Music Skills Appendix)
- b. Perform music with correct pitches and intonation. (See levels 2-3 in Music Skills Appendix)
- c. Perform music with expressive qualities. (See levels 2-3 in Music Skills Appendix.)

2. Perform music in three or more parts accurately and with technique in order to convey intent.

- a. Sing and/or play with correct technique and consistent tone quality, intonation, balance, diction/articulation and phrasing. (See levels 2-3 in Music Skills Appendix)
- b. Respond to conductor's cues of balance and blend while singing or playing in an ensemble
- c. Demonstrate the ability to adjust elements of music (pitch, rhythm, dynamics, timbre, texture, form). (See levels 3-4 in Music Skills Appendix)

2. Apply personal and prescribed criteria to develop a practice cycle.

- a. Identify and apply personally developed criteria to rehearse, refine, and determine when the music is ready to perform.
- b. Apply self-reflection process to refine musical performance

Theory of Music:

1. Read, notate, and identify by name or function complex standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

- a. Identify by name or function and notate musical symbols. (See level 3 in Music Skills Appendix)
- b. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications. (See level 2 in the Music Skills Appendix)

Aesthetic Valuation of Music:

1. Evaluate and assess the quality of musical performances or compositions using student-created criteria.

- a. Develop and describe personal criteria for evaluating musical performances.
- b. Listen to a performance and assign a quality rating based on student-created criteria. Explain and justify the rating

4. Compare and contrast uses for music in historical events

- b. Identify how different historical contexts inform performance and results in different musical effects.