

General Music

Grade 8

The concepts and skills addressed in eighth grade will allow students to refine existing musical skills while preparing for advanced study. Through self-informed, personally-developed criteria, students will engage in meaningful and purposeful music-making within the four Artistic Processes. In doing so, students will experience the following concepts of music: rhythm, melody, form, timbre, texture and harmony, style, unity and variety, tension and release, balance, and expression. These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms, including introductions, transitions, and codas, that convey expressive intent.
2. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, as well as convey expressive intent.

Plan and Make

3. Use standard and/or iconic notation and/or audio/video recording to document more complex personal rhythmic phrases, melodic phrases, and harmonic sequences.
4. Evaluate their own work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.

Evaluate and Refine

5. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

Present

6. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

PERFORMING

Select

7. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices.

Analyze

8. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
9. Sight-read simple rhythmic, melodic, and/or harmonic notation in treble or bass clef.

10. Identify how cultural and historical contexts inform performances and result in different musical effects.

Interpret

11. Perform contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities.

Rehearse, Evaluate, and Refine

12. Identify and apply personally-developed criteria to rehearse and refine music, and determine when it is ready to perform.

Present

13. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
14. Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, context, and style.

RESPONDING

Select

15. Select programs of music and demonstrate the connections to an interest or experience for a specific purpose.

Analyze

16. Compare how the elements of music and expressive qualities relate to the structure within music programming.
17. Identify and compare the context of a programmed sequence of musical works from a variety of genres, cultures, and historical periods.

Interpret

18. Summarize personal interpretations of contrasting music programming and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.

Evaluate

19. Apply appropriate personally-developed criteria to evaluate musical works or performances.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.