GENERAL MUSIC
Grade 8

Unit of Credit: One Semester

Prerequisite: None

Course Overview:
The 8th grade General Music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, observe musical performances, and participate in selected school and community performance venues. Students are assessed through playing, oral and written work, reports, oral and written exams, and participation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Learning Targets *(Type)*:

1) I can sing along with the instrument parts (e.g., keyboard, choir chimes, guitar). *(S)*
2) I can initiate and/or double the melodic lines. *(S)*
3) I can accompany myself on the guitar while I sing a simple melody. *(S)*

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students sing music written in two and three parts.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: **Students perform on instruments, alone and with others, a varied repertoire of music.**

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Learning Targets *(Type)*:

1) I can play melodic/rhythmic lines on the drums, keyboards, guitars, and choir chimes. *(P)*

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets *(Type)*:

1) I can identify and play the I, IV, V^7 chords in major keys. *(S)*
2) I can perform appropriate music on a variety of classroom musical instruments. *(P)*

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 3: **Students improvise melodies, variations, and accompaniments.**

Benchmark 1: Students improvise simple harmonic accompaniments.

Learning Targets *(Type)*:

1) I can make up simple rhythms on the drums (i.e., ostinati, patterns). *(R)*

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Learning Targets *(Type)*:

1) I can make up short melodies in pentatonic and major keys. *(R)*
2) I can play the 12-bar blues and improvise a simple blues melody. *(S,R)*

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: **Students compose and arrange music within specified guidelines.**

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Learning Targets *(Type)*:

1) I can compose and arrange basic melodies. *(P)*
2) I can compose and arrange basic harmonies. *(P)*

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Learning Targets *(Type)*:

1) I can compose basic melodies on classroom instruments. *(P)*
2) I can compose basic harmonies on classroom instruments. *(P)*

NATIONAL STANDARD 5: **Students read and notate music.**

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8.

Learning Targets *(Type)*:

1) I can play and understand the steady beat in all the music I perform.
2) I can understand differences in time signatures.

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

Learning Targets *(Type)*:

1) I can recognize, understand, and play basic notation in treble clef and bass clef. *(K)*.

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Learning Targets *(Type)*:

1) I can write notes and rhythms on staff paper. *(K)*
2) I can use basic expression marks such as loud, f, and soft, p. *(K)*

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 6: **Students listen to, analyze, and describe music.**

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Learning Targets *(Type)*:

1) I can listen to a piece of music and describe what I hear (e.g., families of instruments, repetition, dynamics, etc.). *(R)*

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Learning Targets *(Type)*:

1) I can identify high and low pitches. *(S)*
2) I can describe the difference between unison and harmony. *(S)*
3) I can identify AB, ABA, rondo forms, and theme/variations. *(S)*
4) I understand first and second endings. *(K)*
5) I can identify and understand different instruments and groups, such as orchestra, band, and choir. *(K)*

NATIONAL STANDARD 7: **Students evaluate music and music performances.**

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

Learning Targets *(Type)*:

1) I can listen to and evaluate a variety of musical offerings. *(R)*

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Learning Targets *(Type)*:

1) I can enthusiastically participate in the music program by being willing, positive, and respectful. *(R)*

NATIONAL STANDARD 8: **Students understand relationships between music, the other arts, and disciplines outside the arts.**

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

Learning Targets *(Type)*:

1) I can understand the relationship between music, communication arts, math, social studies, science, dance, drama, and visual arts. *(R)*

NATIONAL STANDARD 9: **Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I understand the cultural importance of the Arts. *(R)*
2) I can show interest in music of other cultures, including the Montana American Indian cultures. *(R)*

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Learning Targets *(Type)*:

1) I can listen to and learn about music history and music genres. *(K,S)*