



Diocese of Greensburg Curriculum

Music 8

Unit	Standards	Content	Skills
<p>Rhythm</p>	<p>NCCAS: Music NCCAS: Grade 8</p> <hr/> <p>Creating Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.8 b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Steady beat (Fast/Slow) • Long/short sounds • Beat Patterns • Bar line, Measure, Unpitched Symbols • Quarter note, quarter rest, eighth note, half note, half rest, dotted half, whole notes, and whole rests, sixteenth notes, eighth Rest, dotted Quarter/eighth, triplet, syncopated rhythm-eighth/quarter/eighth, Paired eight/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes • time signatures <ul style="list-style-type: none"> ○ duple meter ○ triple meter ○ compound time signatures • Tied and Slurred patterns 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Duplicate and generate a steady beat • Differentiate between long and short sounds • Perform beat patterns in groups of 2s (1, 2, 1, 2...) and 3s (1, 2, 3, 1, 2, 3...) • Echo rhythms as an ensemble and individually • Visually identify: <ul style="list-style-type: none"> ○ bar line ○ measure ○ unpitched symbols ○ time signatures <ul style="list-style-type: none"> ▪ 4/4, 2/4, 3/4 ▪ duple meter ▪ triple meter ▪ compound time signatures • Visually and aurally identify, demonstrate, and notate: <ul style="list-style-type: none"> ○ quarter note ○ eighth note ○ quarter rest ○ half note ○ half rest ○ dotted half ○ whole notes ○ whole rests ○ sixteenth notes ○ eighth rest ○ dotted quarter/eighth ○ Tied and Slurred patterns

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			<ul style="list-style-type: none"> ○ Triplet, Syncopated Rhythm-eighth/quarter/eighth ○ Paired eighth/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes
<p>Melody</p>	<p>NCCAS: Music NCCAS: Grade 8 Creating Evaluate and Refine Anchor Standard 3: Refine and complete artistic work.</p> <p>MU:Cr3.1.8 a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques , style, form, and use of sound sources.</p> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.2.8 b When analyzing selected music, sight- read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • High/low sounds • Pitch • Melodic patterns • Staff • Treble clef notes • Bass clef notes • Major and minor • Accidentals • Major scales • Key signatures • Minor Scales • Minor Key Signatures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between high and low sounds. • Sing matching pitch individually and as a group. • Visually identify, perform, and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> ○ SO MI LA DO RE ○ Octave DO SO LA ○ FA TI • Visually identify: <ul style="list-style-type: none"> ○ staff ○ treble clef notes on the staff ○ bass clef notes on the staff ○ accidentals ○ key signatures • Differentiate between major and minor tonalities • Perform: <ul style="list-style-type: none"> ○ music in major key signatures ○ major scales ○ minor scales ○ music in minor key signatures

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<p>Expression</p>	<p>NCCAS: Music NCCAS: Grade 8</p> <hr/> <p>Responding Analyze Anchor Standard 7: Perceive and analyze artistic work</p> <p>MU:Re7.2.8 a Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>Interpret Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>MU:Re8.1.8 a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Loud/soft sounds • Fast/slow sounds • Forte/piano • Crescendo/decrescendo • Accents • Cues • Mood • Accelerando • Ritardando • Mezzo piano • Mezzo forte • Pianissimo • Fortissimo • Articulation • Expressive Italian terms • Music of various cultures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate musical contrasts <ul style="list-style-type: none"> ○ loud/soft ○ fast/slow ○ forte/piano ○ crescendo/decrescendo ○ accents ○ expressive Italian terms (adagio, presto, etc.) • Respond to a conductor • Perform in an ensemble and individually • Interpret mood or emotion through listening or singing • Visually and Aurally identify and demonstrate: <ul style="list-style-type: none"> ○ accelerando ○ ritardando ○ mezzo piano ○ mezzo forte ○ pianissimo ○ fortissimo ○ articulation (staccato, legato, etc.) • Recognize and identify the music of various cultures

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<p>Harmony/Timbre</p>	<p>NCCAS: Music NCCAS: Grade 8</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?</p> <p>MU:Cr1.1.8 a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Different uses of the voice • Instrument families • Environmental sounds • Relationships between music and science • CFG triads • Music with three independent parts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between and use different voices: sing, speak, whisper, shout • Play and explore various classroom instruments • Recognize sounds produced from environmental sounds, vocal projection, and musical instruments • Explore and distinguish sounds produced by the body and rhythm instruments • Visually and aurally identify the families of: <ul style="list-style-type: none"> ○ classroom instruments <ul style="list-style-type: none"> ▪ wood ▪ metal ▪ drum ▪ shaker ○ orchestra <ul style="list-style-type: none"> ▪ strings ▪ woodwinds ▪ brass ▪ percussion • Discover the relationships between music and science • Create and perform: <ul style="list-style-type: none"> ○ triads in CFG ○ music with three independent parts

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<p>Form</p>	<p>NCCAS: Music NCCAS: Grade 8</p> <hr/> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.2.8 a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Echo songs • Phrases • AB form • Same/different musical phrases • ABA form • Repeat sign • Double bar line • D.C. al Fine • Fine • First and second endings • Canon • Theme and variation • Rondo 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Sing echo songs • Identify musical phrases that are the same and different • Experience songs in AB form • Visually and/or Aurally demonstrate: <ul style="list-style-type: none"> ○ Same/different musical phrases ○ Song in AB form ○ Songs in ABA form ○ Repeat sign ○ Double bar line ○ D.C. al Fine ○ Fine ○ First and second endings ○ Canon ○ Theme and variation ○ Rondo • Perform phrases with 8-10 measures
<p>History/Liturgy</p>	<p>NCCAS: Music NCCAS: Grade 8 Connecting Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>MU:Cn10.1.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Anchor Standard 11: Synthesize and relate knowledge and personal</p>	<ul style="list-style-type: none"> • Music from diverse cultures and historical periods • Catholic liturgical and traditional music • Audience and performance etiquette • Composers 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Experience music from diverse cultures and historical periods • Sing a repertoire of Catholic liturgical and traditional music • Practice audience and performance etiquette • Identify composers in conjunction with history class

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	<p>experiences to make art.</p> <p>MU:Cn11.1.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		

