SKILLS AND TECHNIQUES	CREATION AND COMMUNICATION	CULTURAL AND HISTORIC CONNECTIONS	AESTHETIC AND CRITICAL ANALYSIS	APPLICATIONS TO LIFE	ACADEMIC STANDARDS GRADE 8
Sings varied repertoire of music alone and with others. • Sings with pitch and rhythmic accuracy and proper breath control, in a range. • Demonstrates knowledge of the following techniques: o Correct posture o Proper vowel production and placement o Appropriate dynamics and stylistic expression o Tone production • Sings using *solfege* in major and minor keys with moveable *do*. • Recognizes and demonstrates general characteristics of different styles and genres of musical compositions. • Responds appropriately to the cues of the conductor. • Demonstrates basic conducting patterns in simple and compound meter. ***Performs varied repertoire of music on instrument(s) alone and with others.*** • Plays two or more instruments with appropriate posture, playing position and technique. • Responds appropriately to the cues of the conductor. • Plays by ear simple melodies and accompaniments. • Handles musical instruments appropriately. • Plays music written in modest ranges, which may include changes of tempo, key and meter. ***Demonstrates the ability to read and notate music.*** • Sight-reads melodies and rhythm patterns on levels 1-2 (of 6). • Begins to develop analysis skills in music theory, cognitively, aurally, and in written form. • Reads whole, half, quarter, eighth sixteenth, and dotted notes and rests; simple, compound and alla breve meters. • Read melodic notation in the treble and bass clefs. • Identifies symbols and traditional terms referring to expressive musical qualities including dynamics and tempo. • Uses standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns. • Identifies similar and contrasting phrases. • Recognizes visually and aurally various musical forms.	***Develops skills in composing, arranging, and improvising.*** • Improvises melodies, rhythmic variations and harmonic accompaniments. • Creates an arrangement of an existing composition using different voices and/or instruments. • Creates a simple written and/or oral composition using given parameters. • Creates and improvises *ostinati* with a given melody. • Demonstrates the use of a variety of sound and technological sources to create, compose, and arrange music. • Create body percussion to practice and perform rhythms.	***Understands and relates music to culture and history.*** • Performs music from a variety of musical genres. • Demonstrates the contribution of other cultures to the origins of American music. • Demonstrates how society affects music in different cultures and time periods. • Compares and contrasts in various musical periods, using the following musical elements: o Rhythm o Melody o Harmony o Form o Dynamics ***Recognizes and describes music according to style, composer, performer, or culture.*** • Compares and contrasts two or more art forms within one historical style. • Identifies the distinguishing characteristics of representative music genres and styles from a variety of cultures throughout history.	***Responds, listens, and describes music.*** • Listens to and analyzes specific musical elements in a given aural example using appropriate terminology. • Listens to and identifies a variety of musical styles and genres. • Analyzes elements of music in aural examples representing diverse genres and cultures. • Analyzes the basic principles of meter, rhythm, tonality, dynamics, tempo, intervals, chords and harmonic progressions in the analysis of music. ***Evaluates music and music performances.*** • Devises criteria for evaluating the quality and effectiveness of music and music performances. • Applies criteria for evaluating music in personal listening and performing. • Identifies and describes how musical elements impact one's emotional responses to music. • Identifies major and minor scales and triads, aurally and visually.	***Understands and Relates to Other Studies and Life Experience.*** • Develops relationship between music, the other arts, and disciplines outside of the arts. • Demonstrates the understanding of basic common elements through various art forms. • Demonstrates a basic knowledge of choreography. • Uses movement to enhance styles of music. • Compares and contrasts the characteristics of two or more art forms. • Describes ways in which the concepts and skills of other subject areas taught in the school are related to those of music. • Assesses the impact of music on a *non-art* environment. • Discovers how elements, artistic processes and organizational principles learned in music relate to real world experiences. • Discusses a variety of music related careers. • Examines opportunities to contribute to the musical community. • Demonstrates the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music. • Demonstrates an understanding of the role of technology in creating, producing and listening to music. • Identifies music programs and resources within the community. (i.e., MET Singers Camp, W. O. Smith Community Music School, Nashville Symphony, Country Music Hall of Fame and Museum, Parthenon, Renaissance Center, etc.) • Demonstrates proper etiquette as a performer and audience member.	