

**DIOCESE OF HARRISBURG
MUSIC CURRICULUM
GRADE 8**

Anchor: The student will sing/play an instrument using a varied repertoire of music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.1. Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <p>M.1.2. Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <p>M.1.3. Perform music at appropriate levels of difficulty.</p>	<p>The student will: sing and/or play a musical instrument accurately with correct fundamentals and techniques after listening to music for the purpose of demonstrating an expected outcome.</p> <p>sing and/or play music of varied genres and styles with multiple opportunities.</p> <p>perform in concert vocal, band or string music, emphasizing correct fundamentals of rhythm, pitch, etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students perform music using correct fundamentals and techniques. <input type="checkbox"/> Have students listen to desired piece of music (vocal/instrumental). <ul style="list-style-type: none"> ◆ Instruct students on the required expectations—rhythm, posture, phrasing, etc. ◆ Demonstrate the expected outcome. <input type="checkbox"/> Have students listen to music of varied genres and styles and then provide multiple opportunities for students to perform vocal/instrumental selections. <input type="checkbox"/> Students perform in concert appropriate music with increasing difficulty using correct fundamentals. <ul style="list-style-type: none"> ◆ Check various age appropriate lists ◆ Vocal, band, or string instruments 	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

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Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.1. Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</p> <p>M.2.2. Create and arrange rhythmic and melodic phrases.</p> <p>M.2.3. Explore the role of technology in the creation/composition of music.</p>	<p>The student will: improvise simple melodies and/or accompaniments and compose short pieces in duple and triple meter with a minimal 16 measures and be able to perform.</p> <p>create and arrange rhythmic and melodic phrases with complex rhythm, syncopation, and phrasing.</p> <p>explore the role of musical technology in the creation/composition of music.</p> <p>move beyond use of keyboard to use microphones and explore MIDI files.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students improvise musical phrases in duple, triple and compound meters <ul style="list-style-type: none"> ◆ Discuss/share/demonstrate the expected criteria/guidelines (rubrics). <input type="checkbox"/> Teach common rhythms, syncopation, and phrasing. <input type="checkbox"/> Demonstrate expected outcome and then require students to create and arrange their own original rhythmic and melodic phrases. <input type="checkbox"/> Summarize the impact of technology on composition. <ul style="list-style-type: none"> ◆ Make a chart of special sounds and effects that students notice in music and list songs under each category that use each particular effect. ◆ Discuss any music-making technology students may use at home. 	

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Anchor: The student will read and notate music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <p>M.3.2. Use technology, when applicable, to develop reading and notating skills.</p> <p>M.3.3. Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</p>	<p>The student will: read and notate on staff paper melodies in 3/8, 4/8, and 5/8.</p> <p>use music software to develop reading and notating skills.</p> <p>sight-read music in treble and/or other clefs in various keys, both major and minor, pentatonic scale and develop pitch and syllable connections and pitch memory.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students improvise melodies in compound meter (3/8, 4/8, 5/8) and then notate the music on staff paper. <input type="checkbox"/> Students snap, pat, or clap a steady beat while recognizing proper locations of “accents.” <input type="checkbox"/> Have students learn proper music terms and symbols that are recognized in rhythmic music. <input type="checkbox"/> Have students understand that Italian is the universal language for music. <input type="checkbox"/> Students use music software to read and notate music. <input type="checkbox"/> Introduce various scales—major, minor, pentatonic, etc. <input type="checkbox"/> Develop pitch and syllable connections as well as pitch memory. <input type="checkbox"/> Perform a sight-reading exercise daily. 	

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Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.4.1. Evaluate performance through critical listening for the purpose of self-correction.</p> <p>M.4.2. Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).</p> <p>M.4.3. Compare and contrast two or more styles of music.</p> <p>M.4.4. Respond to a musical performance as an informed, actively involved listener in a variety of settings.</p> <p>M.4.5. Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.</p>	<p>The student will: evaluate performance through critical listening and offer suggestions for improving the performance.</p> <p>evaluate short musical compositions in regard to texture, form and timbre.</p> <p>compare and contrast many styles of music.</p> <p>evaluate performance through critical listening and offer suggestions for improving the performance.</p> <p>evaluate short musical compositions in regard to texture, form and timbre.</p>	<p><input type="checkbox"/> Students will critic a recorded rehearsal/performance and offer suggestions concerning how it (the rehearsal/performance) could be better/improved.</p> <p><input type="checkbox"/> Students write paragraphs to evaluate timbres, forms, textures, etc. after listening to various short musical compositions.</p> <p><input type="checkbox"/> Listen to and perform various styles of music</p> <p><input type="checkbox"/> Use graphic organizers to help students organize their thoughts in comparing/contrasting the styles of music.</p> <p><input type="checkbox"/> Students contrast music performance etiquette.</p> <ol style="list-style-type: none"> 1. Church 2. Symphony concert 3. Band, choral concert 4. Rock concert <p><input type="checkbox"/> Students evaluate music performance using music software and computers.</p> <p><input type="checkbox"/> Utilize the MIDI component if available.</p>	

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Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <p>M.5.2. Recognize that musical development is a continuum influenced by historical and technological events.</p> <p>M.5.3. Recognize that events in society and music are interrelated.</p> <p>M.5.4. Demonstrate ways music and other disciplines are integrated.</p>	<p>The student will: identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <p>recognize that musical development is influenced by historical and technological events by using timelines for technology.</p> <p>recognize that events in society and music are interrelated by using capsules, timelines, and media.</p> <p>demonstrate ways music and other disciplines are integrated by using tuning forks, calculators, etc.</p>	<p><input type="checkbox"/> Have students create art or write while listening to music.</p> <p><input type="checkbox"/> Students use music to trace technology development since 1950. ◆ Use a music timeline to show how the music reflects the events of the time.</p> <p><input type="checkbox"/> Students listen to music that relates to events in society (social studies emphasis). <input type="checkbox"/> Use a time capsule, etc. <input type="checkbox"/> Use a music timeline to show how music and society are interrelated. <input type="checkbox"/> Use newspaper clippings, magazines (fashion statements)</p> <p><input type="checkbox"/> Use CBL2 calculator based lab along with microphones with tuning forks to see the music waves. Contrast with forks of different sizes. <input type="checkbox"/> Utilize Curriculum Connection sections if available.</p>	

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Anchor: The student will relate music to diverse cultures, society, history and other arts and disciplines. (continued)

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.5. Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.</p> <p>M.5.6. Sacred Songs Liturgy/Mass.</p>	<p>The student will: use electronic instrument technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.</p> <p>sing these songs as appropriate to church service.</p>	<p><input type="checkbox"/> Students are to use electronic instruments to play music of diverse cultures.</p> <p><input type="checkbox"/> Use MIDI if available.</p>	