

<i>Sing or play an instrument using a varied repertoire of music:</i>	
M8.1.1	<p>Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <ul style="list-style-type: none"> ➤ Students perform music using correct fundamentals and techniques. R Have students listen to desired piece of music (vocal/instrumental). ➤ Instruct students on the required expectations—rhythm, posture, phrasing, etc. ➤ Demonstrate the expected outcome.
M8.1.2	<p>Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <ul style="list-style-type: none"> ➤ Students listen to music of varied genres and styles and then provide multiple opportunities for students to perform vocal/instrumental selections.
M8.1.3	<p>Perform music at appropriate levels of difficulty (such as prescribed by the Pennsylvania Choral Directors Association [PCDA], Pennsylvania School Band and Orchestra Association [PSBOA], and Music Educators National Conference [MENC] in formal and/or informal concerts)</p> <ul style="list-style-type: none"> ➤ Students perform in concert appropriate music with increasing difficulty using correct fundamentals. ➤ Check various age appropriate lists <ul style="list-style-type: none"> ○ Vocal, band, or string instruments
<i>Create, compose, arrange and improvise music as developmentally appropriate:</i>	
M8.2.1	<p>Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</p> <ul style="list-style-type: none"> ➤ Students improvise musical phrases in duple, triple and compound meters ➤ Discuss/share/demonstrate the expected criteria/guidelines (rubrics)
M8.2.2	<p>Create and arrange rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> ➤ Teach common rhythms, syncopation, and phrasing. R Demonstrate expected outcome and then require students to create and arrange their own original rhythmic and melodic phrases
M8.2.3	<p>Explore the role of technology in the creation/composition of music.</p> <ul style="list-style-type: none"> ➤ Summarize the impact of technology on composition. X Make a chart of special sounds and effects that students notice in music and list songs under each category that use each particular effect. X Discuss any music-making technology students may use at home
<i>Read and Notate Music:</i>	
M8.3.1	<p>Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <ul style="list-style-type: none"> ➤ Students improvise melodies in compound meter (3/8, 4/8, 5/8) and then notate the music on staff paper. R Students snap, pat, or clap a steady beat while recognizing proper locations of “accents.” R Have students learn proper music terms and symbols that are recognized in rhythmic music. R Have students understand that Italian is the universal language for music
M8.3.2	<p>Use technology, when applicable, to develop reading and notating skills.</p> <ul style="list-style-type: none"> ➤ Students use music software to read and notate music

M8.3.3	<p>Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</p> <ul style="list-style-type: none"> ➤ Introduce various scales—major, minor, pentatonic, etc. R Develop pitch and syllable connections as well as pitch memory. R Perform a sight-reading exercise daily
Analyze, describe and evaluate music and musical performances:	
M8.4.1	<p>Evaluate performance through critical listening for the purpose of self-correction.</p> <ul style="list-style-type: none"> ➤ Students will critic a recorded rehearsal/performance and offer suggestions concerning how it (the rehearsal/performance) could be better/improved
M8.4.2	<p>Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).</p> <ul style="list-style-type: none"> ➤ Students write paragraphs to evaluate timbres, forms, textures, etc. after listening to various short musical compositions
M8.4.3	<p>Compare and contrast two or more styles of music.</p> <ul style="list-style-type: none"> ➤ Listen to and perform various styles of music. ➤ Use graphic organizers to help students organize their thoughts in comparing/contrasting the styles of music.
M8.4.4	<p>Respond to a musical performance as an informed, actively involved listener in a variety of settings.</p> <ul style="list-style-type: none"> ➤ Students contrast music performance etiquette. 1. Church 2. Symphony concert 3. Band, choral concert 4. Rock concert
M8.4.5	<p>Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.</p> <ul style="list-style-type: none"> ➤ Students evaluate music performance using music software and computers. ➤ Utilize the MIDI component if available.
Relate to music from diverse cultures, society, history and other arts and disciplines.	
M8.5.1	<p>Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <ul style="list-style-type: none"> ➤ Have students create art or write while listening to music.
M8.5.2	<p>Recognize that musical development is a continuum influenced by historical and technological events.</p> <ul style="list-style-type: none"> ➤ Students use music to trace technology development since 1950. ➤ Use a music timeline to show how the music reflects the events of the time.
M8.5.3	<p>Recognize that events in society and music are interrelated.</p> <ul style="list-style-type: none"> ➤ Students listen to music that relates to events in society (social studies emphasis). ➤ Use a time capsule, etc. ➤ Use a music timeline to show how music and society are interrelated. ➤ Use newspaper clippings, magazines (fashion statements)
M8.5.4	<p>Demonstrate ways music and other disciplines are integrated.</p> <ul style="list-style-type: none"> ➤ Use CBL2 calculator based lab along with microphones with tuning forks to see the music waves. Contrast with forks of different sizes.
M8.5.5	<p>Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines</p> <ul style="list-style-type: none"> ➤ Students are to use electronic instruments to play music of diverse cultures.

	➤ Use MIDI if available.
M8.5.6	Sing sacred songs of the Mass. ➤ Students will sing sacred songs that can be used for Mass
M8.5.7	Sing service music from the Mass. ➤ Students will sing service music that can be used during Mass.