



Music

The music standards in the middle school years focus on specialized musical knowledge and skills for participating in musical ensembles or classes that might include but are not limited to band, choir, orchestra, theory, music appreciation, guitar, or piano. In each middle school grade, students perform various music styles and genres (patriotic, blues, classical, country), examine the language of music through identifying and writing simple music notation, consider simple musical composition processes (such as developing a basic melody and creating lyrics or choosing various sound samples using music software programs to assemble various musical phrases), expand their ability to describe personal musical preferences, and strengthen their ability to constructively critique the music of others.

Expectations for 6th Grade Students:

- **Expression of Music (Perform/Present):** Perform accurately and expressively by responding to cues from a conductor or leader; perform music with notes from the major and/or minor scales in unison or two parts.
- **Creation of Music (Create):** Explore ways to write music using current technology that focus on rhythmic and melodic material that may include accompaniment (melody that is sung or played with piano accompaniment); demonstrate improvisation (inventing new ways to perform a piece) by responding to musical patterns provided by the teacher or by peers.
- **Theory of Music (Know/Comprehend):** Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding of meter (time signature), clef (itches) for their voice or instrument, expressive elements (loud/soft, fast/slow, connected

Throughout 6th Grade You May Find Students:

- Singing in large choirs or small vocal ensembles within a specific voice type (2 or 3 part voicing – soprano, alto, tenor, bass); playing various instruments (stringed/orchestral, brass or woodwind/band, percussion, guitar, piano) while exploring different musical styles (patriotic, classical, jazz); following a leader or conductor.
- Writing a short musical phrase, focusing on melody and rhythms using available technology; practicing improvisation by responding to simple musical patterns given by the instructor or by peers.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing musical notation appropriate to their voice or instrument; executing a variety of meters (time signatures), major and minor tonalities, appropriate dynamics (loud/soft), tempo markings (fast/slow), and articulations (connected/detached); analyzing and identifying chords

notes/separated notes), and chord analysis.

- **Aesthetic Valuation of Music (Critique/Evaluate/Refine):** Demonstrate the ability to determine criteria, including specific musical terminology, which would be used to identify music from a variety of genres and cultures; explain the reasoning for their personal musical preferences, including how images, feelings, and emotions are expressed in particular musical pieces.

Expectations for 7th Grade Students:

- **Creation of Music (Create):** Explore ways to write music that includes both rhythmic and melodic elements using current technology that may include appropriate accompaniments (ways to play along with soloists or ensembles); demonstrate instrumental or vocal improvisation (ways to modify/create music).
- **Theory of Music (Know/Comprehend):** Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding of rhythmic structures (note values), meter (time signature), clef (pitch) for their voice or instrument, expressive elements (loud/soft, fast/slow), and chord analysis.
- **Aesthetic Valuation of Music (Critique/Evaluate/Refine):** Apply understanding of musical vocabulary to evaluate musical performances through compare and contrast; describe possible ways to categorize a list of musical selections using appropriate musical vocabulary; articulate types of instruments and performance techniques of a variety of cultural music (guitars-American music, sitars-Indian music); explain reasoning for musical preferences.

found in the music being performed.

- Analyzing/evaluating their own musical performances based on a set of self-developed criteria incorporating specific music terminology; connecting music to their own emotions or to images; identifying musical genres based on particular musical elements.

Throughout 7th Grade You May Find Students:

- Singing in large choirs or small vocal ensembles within a specific voice type (soprano, alto, tenor/baritone, bass) and/or playing instruments while exploring different musical styles (folk, classical, jazz, rock); following a leader or conductor; reading newly introduced music.
- Writing a short musical phrase combining melodic and rhythmic structures with or without accompaniment using available technology; practicing improvisation using traditional musical structures; creating their own music based on a learned style of music.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing musical notation appropriate to their voice or instrument; executing a variety of more complex meters (time signatures), major and minor tonalities, appropriate dynamics (loud/soft), tempo markings (fast/slow), articulations (connected/detached); analyzing and identifying chords (harmonies) found in the music being performed.
- Evaluating musical performances using compare and contrast based on a set of self-developed criteria and music terminology; connecting their own musical preferences to a variety of musical genres (rock, country, jazz, folk) based upon particular musical elements within and across cultures; identifying the importance of particular instruments

or voice tone to a culture's music.

Expectations for 8th Grade Students:

- **Expression of Music (Perform/Present):** Perform accurately and expressively more complex music while following the cues of a leader or conductor; perform music with notes from the major and/or minor scales in unison or four parts; perform cues for tempo, phrasing, and expression; perform appropriate difficulty level of music during an initial reading (sight reading).
- **Creation of Music (Create):** Explore ways to write music that includes both rhythmic and melodic elements using current technology; demonstrate improvisation on an instrument or by singing; arrange music vocally or instrumentally from known musical compositions.
- **Theory of Music (Know/Comprehend):** Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding through use of appropriate music terminology of rhythmic structures (note values), meter (time signature), clef (itches) for their voice or instrument, expressive elements (loud/soft, fast/slow), form (organization of the music) and chord analysis.
- **Aesthetic Valuation of Music (Critique/Evaluate/Refine):** Apply criteria of informed musical vocabulary to evaluate musical performances; describe, using appropriate musical vocabulary, the way music is enjoyed across societal backgrounds and cultural traditions; articulate the use of instruments and voices in various types of American music ensembles.

Throughout 8th Grade You May Find Students:

- Singing in large choirs or small vocal ensembles within a specific voice type (soprano, alto, tenor, bass) and/or playing instruments expressively while exploring different musical styles (American, classical, jazz, rock, art songs); following a leader or conductor; accurately singing and playing music they read for the first time (sight reading) at appropriate difficulty level.
- Writing a short musical phrase combining text, melodic and rhythmic structures with accompaniment using a music software composition program; practicing improvisation by repeating a phrase differently; creating a new melody or harmony element to adapt a learned piece of music.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing more complex musical notation appropriate to their voice or instrument; analyzing and identifying chords and the form found in the music being performed.
- Evaluating musical performances based on a set of self-developed criteria; connecting their own musical preferences to a variety musical genres based upon particular musical elements within and across cultures; identifying instruments that can be found in an orchestra or jazz band; identifying the importance of particular vocal and/or instrumental ensembles to social and cultural music history and their impact on traditions.

