

8TH GRADE MUSIC CHECKLIST

Fine Arts Goals 25 – 27

Performance Descriptors

PRINCIPLES OF MUSIC

- _____ Analyze changes in tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology (e.g., ritardando, accelerando, fermata, crescendo, sforzando, accent).
- _____ Analyze the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition.
- _____ Analyze the form of complex musical compositions.
- _____ Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance.

CONNECTIONS TO THE ARTS

- _____ Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter (e.g., self-portrait to monologue or solo) using the appropriate artistic component (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) vocabulary.

PROCESS, TOOLS, AND TECHNOLOGIES

- _____ Analyze the sound sources of a given recorded example.
- _____ Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing).
- _____ Use standard notation to record one's own and other's musical ideas.
- _____ Sing and play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- _____ Sight-read simple melodies and rhythms.
- _____ Critique the effectiveness (e.g., style, interpretation, instrumentation) of a performer or conductor.
- _____ Demonstrate or describe the relationship of practice/rehearsal techniques to performance.
- _____ Demonstrate or describe cooperative interaction in ensemble performance.

CREATION AND PERFORMANCE

- _____ Sing or play music that has a difficulty level of 3 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation/ diction; and with expression appropriate for the work being performed.
- _____ Improvise harmonizing parts in a variety of styles.
- _____ Compose/arrange music within specific guidelines and style.

HISTORY, SOCIETY AND THE ARTS

- _____ Demonstrate good audience behavior and evaluate the behavior of self and others.
- _____ Describe how audience behavior changes a product or performance.
- _____ Analyze how the arts function in ceremonies (e.g., Olympics, political conventions).
- _____ Analyze how various arts are used to persuade and promote ideas (e.g., political conventions, campaigns, advertising).
- _____ Analyze how the artist in each of the arts uses technology creatively.
- _____ Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers).
- _____ Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period.
- _____ Analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event.
- _____ Describe the influences of at least two artists (dance, drama, music or visual art) on their times.