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.