

# Music: Grades 7, 8

Adopted 2010

**Artistic Processes – The human experience can be created and recreated through sound.**

**M1 (7-8)-1. Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by... M1 (7-8)-1**

- a. reading, writing, and performing rhythmic patterns using standard notation, including: augmentation and diminution
- b. reading, writing, and performing patterns in a variety of meters, including: 3/8, 2/2, changing meters
- c. reading, writing, and performing patterns of pitch (pentatonic and diatonic major, minor, and modes) and known songs using solfege (e.g., Deep in the Heart of Texas, Yonder Come Day) and absolute pitch letter names (e.g., recorder, barred instruments, guitar)

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**M1 (7-8)-2. Students show evidence of improvising, composing, and arranging by...**

M1 (7-8)-2

- a. improvising simple harmonic accompaniments
- b. composing original melodies with expanded parameters (e.g., full major/minor scale, expanded rhythms)
- c. arranging existing music for another ensemble (e.g., SSA choral music written for Woodwind trio) or by changing style, tempo, or instrumentation (e.g., changing elements of music using software)

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**Cultural Contexts – Music connects and expresses history and culture around the globe.**

**M2 (7-8)-1. Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music by... M2 (7-8)-1**

- a. listening to and describing the distinguishing characteristics of representative musical genres and styles from two or more cultures
- b. explaining how music has historically reflected social functions and changing ideas and values

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**M2 (7-8)-2. Students show evidence of connecting music to the arts and other disciplines by... M2 (7-8)-2**

- a. identifying similarities and differences in the meanings of common terms used in various arts and other subject areas
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**Communication – Music of diverse genres is performed in a variety of settings.**

**M3 (7-8)-1. Students perform music alone and with others in a variety of settings...**

M3 (7-8)-1

- a. singing a varied repertoire including up to 3 parts using treble and bass clefs with musical accuracy
- b. playing a varied repertoire representing various genres, styles, cultures using acoustic or electronic musical instruments with musical accuracy.

**Aesthetic Judgment – Music knowledge is applied through reflection and evaluation of the music of self and others.**

**M4 (7-8)-1. Students analyze and describe music by...** M4 (7-8)-1

- a. analyzing and comparing the use of musical elements of different genres and cultures emphasizing tonality and texture (e.g., intervals, chords and progressions, homophonic)
- b. identifying and describing larger music forms (e.g., canon, fugue, suite, ballet, opera, symphony)

**M4 (7-8)-2. Students evaluate music by...** M4 (7-8)-2

- a. developing and applying three specific criteria provided for critiquing music (e.g., dynamics, diction, and articulation: "They played pizzicato at a piano level." I understood the meaning of the music, because the choir's diction was correct.")
- b. using aesthetic criteria to compare and contrast student performance with professional performance (e.g., "We need to work harder to create good balance with so few violas in our string section.")