

PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC

GRADE EIGHT

DIOCESE OF CLEVELAND

**Below is a list of the skills your child will be taught in Grade Eight.
As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.**

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
OH: Fine Arts - Music: Enduring Understandings	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Music: Progress Points	
	Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.
	Read, write, improvise and describe music using standard musical notation and vocabulary.
	Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.
	Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.
	Compare and contrast ways that the subject matter in musical selections relates to other disciplines.
	Expand the use of technology and the media arts through music research, composition and performance.
OH: Fine Arts - Perceiving/Knowing/Creating (CE)	
	Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
	Discuss how current developments in music reflect society in reference to the local community and larger world.
	Identify intervals and concert pitches in major and natural minor scales.
	Identify components of larger music works (e.g., symphony, mass, concerto).
	Identify and describe non-performing careers in music.
	Describe ways that technology and the media arts are used to create, perform, and listen to music.

OH: Fine Arts - Producing/Performing (PR)	
	Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
	Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
	Improvise, compose and arrange music.
	Demonstrate the common beat patterns used by conductors.
	Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
	Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
	Demonstrate and use technology and media arts to create, perform and research music.
OH: Fine Arts - Responding/Reflecting (RE)	
	Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.
	Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.
	Compare and contrast selected composers and their works.
	Express how music performance and settings affect audience response.
	Apply criteria based on elements of music to support personal preferences for specific musical works.
	Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.
	Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.
OH: CCSS: English Language Arts 6-12: Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
OH: CCSS: English Language Arts 6-12: Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OH: CCSS: English Language Arts 6-12: Writing	
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Notes: _____
