

**DRAFT- June 2006**  
**Fine Arts Music Standards and Benchmarks – 8<sup>th</sup> Grade**  
**Body of Knowledge**

**Goal 25:** Knows the language of the arts.

**Learning Standard A:** *Demonstrates an understanding of the sensory elements, organizational principles, and expressive qualities in each of the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Analyze changes in tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology.	<ul style="list-style-type: none"> <li>Know and use tempo markings (adagio, andante, moderato, allegro, presto, ritardando, accelerando), dynamics (piano, forte, mezzo forte, mezzo piano, pianissimo, fortissimo, sforzando), and articulations (staccato and legato) in an aural example.</li> </ul>		
Analyze the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition.	<ul style="list-style-type: none"> <li>Know intervals of unison, seconds, thirds, fourths, fifths, sixths, sevenths, and octaves.</li> <li>Know simple chord progressions such as I, IV, and V<sub>7</sub>.</li> </ul>		
Analyze the form of a musical composition.	<ul style="list-style-type: none"> <li>Know compositional forms such as symphony, verse/refrain, and ABA.</li> </ul>		
Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension (conflict)/release, and balance in a musical performance.	<ul style="list-style-type: none"> <li>Understand how components of a musical production can create unity/variety, tension/release, and balance in musical productions.</li> </ul>		

**Learning Standard B:** *Understand the similarities, distinctions, and connections in and among the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter using the appropriate artistic component vocabulary.	<ul style="list-style-type: none"> <li>Recognize differences and similarities between two similar musical selections (expressive qualities, elements of music)</li> </ul>		

**Goal 26:** Through creating and performing, understands how works of art are produced.

**Learning Standard A:** *Understand processes, traditional tools, and modern technologies used in the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Analyze the sound sources of a given recorded example.	<ul style="list-style-type: none"> <li>Identify electronic, acoustic, brass, woodwinds, strings, percussion sounds.</li> </ul>		
Demonstrate basic vocal and or instrumental production techniques.	<ul style="list-style-type: none"> <li>Describe and demonstrate basic singing and instrumental techniques (breath support, posture).</li> </ul>		
Use standard notation to record complex musical ideas.	<ul style="list-style-type: none"> <li>Using rhythmic and melodic dictation, notate a complex eight measure melody in duple or triple meter.</li> </ul>		

Sing or play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.	<ul style="list-style-type: none"> <li>• Know how to read notation on at least one clef.</li> <li>• Identify and accurately interpret symbols for dynamics, tempo, expression, and articulation.</li> <li>• Accurately sing or play standard notation.</li> <li>• Sing or play accurately and expressively.</li> </ul>		
Sight-read intermediate melodies and rhythms.	<ul style="list-style-type: none"> <li>• Sight-read intermediate melodies in unison and two part using eighth notes, quarter notes, half notes, and whole notes, dotted rhythms repeated notes, seconds and thirds.</li> </ul>		
Critique the effectiveness of a performer or conductor.	<ul style="list-style-type: none"> <li>• Know qualities of effective performers and conductors.</li> </ul>		
Demonstrate or describe the relationship of practice/rehearsal techniques to performance.	<ul style="list-style-type: none"> <li>• Understand good practice habits.</li> <li>• Understand proper rehearsal procedures</li> </ul>		
Demonstrate or describe cooperative interaction in large and small ensemble performances.	<ul style="list-style-type: none"> <li>•</li> </ul>		

**Goal 26:** Through creating and performing, understands how works of art are produced.

**Learning Standard B:** Apply skill and knowledge necessary to create and perform in one or more of the arts.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
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 control; and with clear articulation,	<ul style="list-style-type: none"> <li>• Demonstrate appropriate vocal timbre and volume when singing songs using basic vocal techniques (breath support, posture).</li> </ul>		
Improvise harmonizing parts in a variety of styles. .	<ul style="list-style-type: none"> <li>• Demonstrate basic elements of improvisation (harmonize in 3<sup>rd</sup>s).</li> </ul>		
Compose/arrange music within specific guidelines.	<ul style="list-style-type: none"> <li>• Using basic guidelines, write a four measure composition.</li> </ul>		

**Goal 27:** Understands the role of the arts in civilizations, past, and present.

**Learning Standard A:** Analyze how the arts function in history, society and everyday life.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Demonstrate good audience behavior and evaluate the behavior of self and others.	<ul style="list-style-type: none"> <li>• Understand, demonstrate, and evaluate audience etiquette.</li> </ul>		
Describe how audience behavior changes a product or performance.	<ul style="list-style-type: none"> <li>• Know how audience interaction and behavior can impact a performance.</li> </ul>		
Analyze how the arts function in ceremonies.	<ul style="list-style-type: none"> <li>• Know how music functions in various ceremonies and occasions (political conventions, Olympics).</li> </ul>		
Analyze how various arts are used to persuade and promote ideas	<ul style="list-style-type: none"> <li>• Know that music can be used to persuade and promote ideas.</li> </ul>		

Analyze how the artist in each of the arts uses technology creatively.	<ul style="list-style-type: none"> <li>Research ways technology can be used in music (career project)</li> </ul>		
Investigate occupations that are related to the arts industry.	<ul style="list-style-type: none"> <li>Know occupations related to the arts industry (record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers).</li> </ul>		

**Goal 27:** Understands the role of the arts in civilizations, past and present.

**Learning Standard B:** Understand how the arts shape and reflect history, society and everyday life.

<b>Benchmark</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Analyze how a particular art work influenced society in a given time period.	<ul style="list-style-type: none"> <li>Explain that different time periods influence society (social dance, protest songs, films, African American history month).</li> </ul>		
Analyze how the works of a particular artists shape or reflect a given time period or event.	<ul style="list-style-type: none"> <li>Identify artists who have made a significant contribution to the arts and the trends and/or influences they create(d).</li> </ul>		
Describe the influences of at least two artists on their times.	<ul style="list-style-type: none"> <li>Understand that artists can influence society.</li> </ul>		