

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Seventh and Eighth Grade  
 Section/Heading: 7/8A.1

Strand: Listening to Music

Diocesan Standard Terra Nova Objective	Benchmark Statement
Listening to Music	Respond to music aesthetically, intellectually, and emotionally.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Describe specific musical events within a given aural example, using appropriate terminology. (6a) 2. Analyze the uses of pitch, rhythm, harmony, dynamics, timbre, texture, and form in aural examples representing diverse genres and cultures. (6b) 3. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music. (6c)		
Suggested Activities	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Seventh and Eighth Grade  
 Section/Heading: 7/8B.1

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create vocal music alone and with others.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> <li>1. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. (1a)</li> <li>2. Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory. (1b)</li> <li>3. Sing music representing diverse genres and cultures, with expression appropriate for the word being performed. (1c)</li> <li>4. Improvise short melodies, unaccompanied and other given rhythmic accompaniments, each in a consistent style, meter, and tonality. (3c)</li> <li>5. Participate in mass music by singing songs from hymnals and participating in or leading responses.</li> <li>6. Identify the effects of drug and alcohol use as well as general health on the voice.</li> </ol>		
Suggested Activities	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Seventh and Eighth Grade  
 Section/Heading: 7/8B.2

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create instrumental music alone and with others.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> <li>1. Perform on at least one instrument accurately and independently, alone and in small and large ensembles with proper playing technique. (2a)</li> <li>2. Perform with expression and technical accuracy on at least one classroom instrument a repertoire of instrumental literature with a level of difficulty of 2 on a scale of 1 to 6. (2b)</li> <li>3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed. (2c)</li> <li>4. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. (2d)</li> <li>5. Improvise simple harmonic accompaniments. (3a)</li> <li>6. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. (3b)</li> <li>7. Improvise short melodies, unaccompanied and other given rhythmic accompaniments, each in a consistent style, meter, and tonality. (3c)</li> <li>8. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. (4c)</li> <li>9. Display proper care and use of music equipment and instruments.</li> </ol>		
	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Seventh and Eighth Grade  
 Section/Heading: 7/8C.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Performance	Develop audience skills and an appreciation of performance.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> <li>1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. (7a)</li> <li>2. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. (7b)</li> <li>3. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. (9a)</li> <li>4. Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary. (9b)</li> <li>5. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (9c)</li> </ol>		
Suggested Activities	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Seventh and Eighth Grade  
 Section/Heading: 7/8D.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Knowledge of Music	Understand musical elements in their written form.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. (4a) 2. Arrange simple pieces for voices or instruments other than those for which the pieces were written. (4b) 3. Read standard and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. (5a) 4. Read at sight simple melodies in both the treble and bass clefs. (5b) 5. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (5c) 6. Use standard notation to record their musical ideas and the musical ideas of others. (5d) 7. Compare in two or more arts how the characteristic materials of each can be used to transform similar events, scenes, emotions, or ideas into works or art. (8a) 8. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b) 9. Identify key major key signatures. 10. Discuss the laws which protect creative expression.		
Suggested Activities	Assessment	Resources