



Falcon International School

COURSE DESCRIPTION – GRADE 8

Subject Area: Music

Course Title: General Music 8th Grade

Basic Assumptions for Music Education

- × **Reading, writing, and listening to music will be integrated through out the students' learning experiences.**
- × **Musical concepts (e.g. melody, harmony, rhythm, form, etc) are not solely exclusive concept, but rather are learned simultaneously.**
- × **Some musical components are sequential, and thus the students' progress relies on their proficiency of the basic elements.**

A. Major Concepts/Content. The purpose of this course is to enable students to develop fundamental reading, writing, and listening skills associated with music.

The content should include, but not be limited to, the following:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Free and choreographed movement to music
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture

**The content areas listed above are from U.S. National Standards for Arts Education.

- B. Course Requirements.** These requirements include but are not limited to, the benchmarks set up by the standards of the U.S. National Standards of Music Education, AERO Standards of Music Education, and the Objectives of Ministry of Education of Costa Rica (MEP).

After successfully completing the course, the student will:

- 1. Sing, alone and with others, a varied repertoire of music**
 - sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
 - 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
 - sing music representing diverse genres and cultures, with expression appropriate for the work being performed
 - sing music written in two and three parts

- 2. Perform on instruments, alone and with others, a varied repertoire of music.**
 - perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
 - perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
 - perform music representing diverse genres and cultures, with expression appropriate for the work being performed
 - play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

- 3. Improvise melodies, variations, and accompaniments**
 - improvise simple harmonic accompaniments
 - improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
 - improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

- 4. Compose and arrange music within specified guidelines**

- compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- arrange simple pieces for voices or instruments other than those for which the pieces were written
- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

5. Read and notate music

- read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures
- read at sight simple melodies in both the treble and bass clefs
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- use standard notation to record their musical ideas and the musical ideas of others

6. Listen to, analyze, and describe music

- describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology
- analyze the uses of elements of music in aural examples representing diverse genres and cultures
- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

7. Evaluate music and music performances

- develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- 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

8. Understand relationships between music, the other arts, and disciplines outside the arts.

- compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be

used to transform similar events, scenes, emotions, or ideas into works of art

- describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)

9. Understand music in relation to history and culture

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- 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
- compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed

10. Move to music through free and choreographed movement

- Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- Demonstrate accuracy in expression by responding to changes in dynamics
- Perform folk dances with competence and confidence