

**National Standards for  
Music Education**

**2. Composing and arranging music within specific guidelines.**

**1. Improvising melodies, variations and accompaniments.**

**4. Performing on instruments, alone and with others, a varied repertoire of music.**

**3. Singing, alone and with others, a varied repertoire of music.**

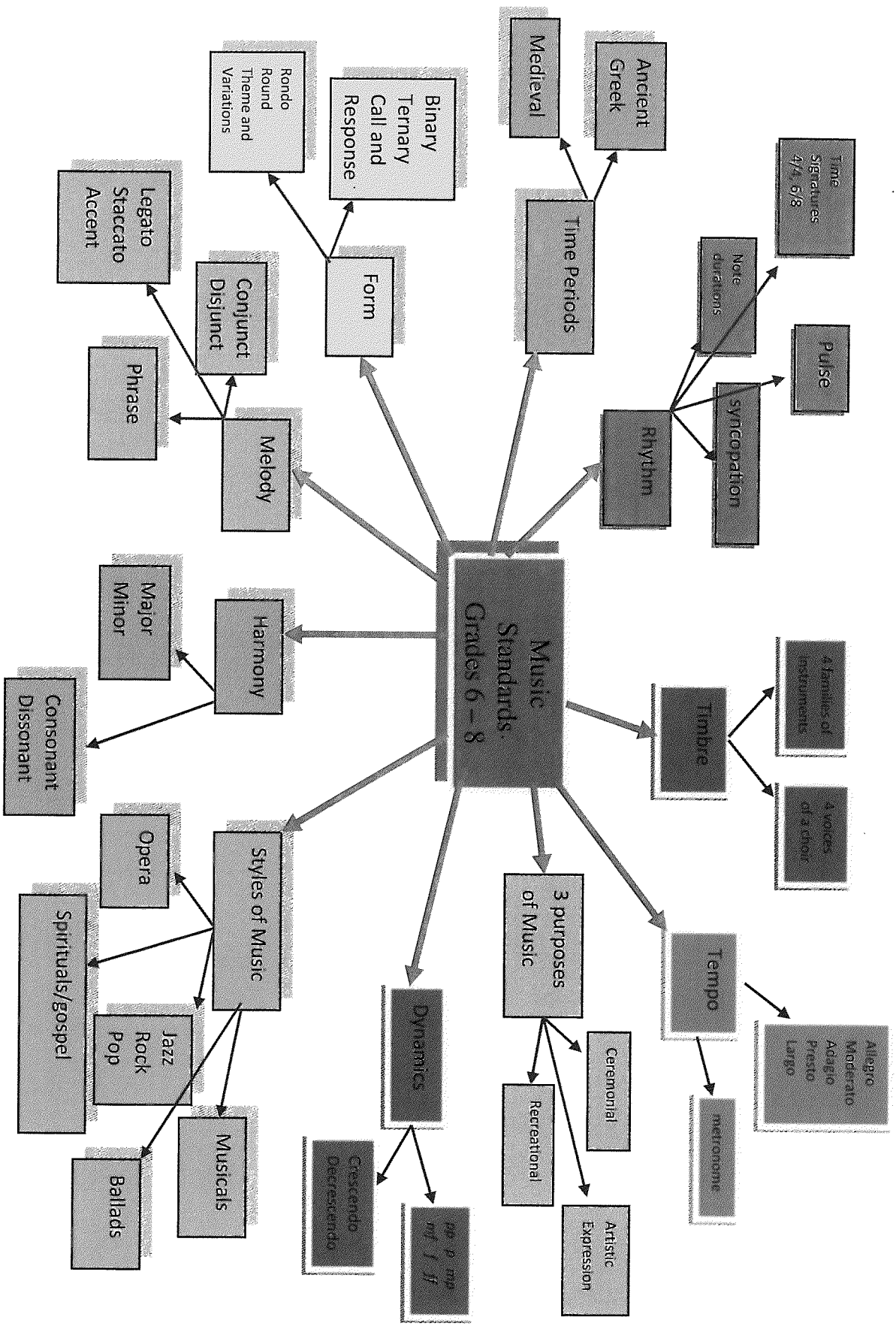
**5. Reading and notating music.**

**6. Listening to, analyzing and**

**7. Evaluating music and music performances.**

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

**9. Understanding music in relation to history and culture.**



# Music Standards 6 - 8

## 6<sup>th</sup> Grade

### Timbre

4 families of instruments  
4 voices of a choir

### Rhythm

Note durations  
Pulse

### Styles of Music

Opera  
Ballads

### Time Periods

Ancient Greek  
Medieval

## 7<sup>th</sup> Grade

### Rhythm

Note duration, Pulse, Time  
Signatures, Syncopation

### Tempo

Adagio, Moderato, Allegro

### Dynamics

*pp, p, mp, mf, f, ff, cresc., decresc.*

### Melody

Conjunct. Disjunct

### Harmony

Consonant, Dissonant

### Form

Binary, Ternary, Rondo, Theme and  
Variations, Round

### 3 Purposes of Music

Music of Africa, Latin America,  
Europe, Middle East, Australia, Asia  
Ceremonial, Recreational, Artistic  
Expression

## 8<sup>th</sup> Grade

### Elements of Music

Rhythm

Melody

Harmony

Form

Dynamics

Tempo

Timbre

### Styles of Music

American Music

Jazz

Rock 'n' Roll

Pop

Musicals

## 6<sup>th</sup> Grade Curriculum

Big Idea	Concept/Standards 21 <sup>st</sup> Century skills	Knowledge	Music Skills	Activities/Resources/Assessments
<p>Structure in the Arts: Elements of Music</p>	<p><b>Elements of Music: Emphasis on Instrumentation</b> Core Content: AH-06-1.1.1 AH-01-1.1.2 AH-06-1.1.3 <b>Concepts:</b> AH-6-SA-S-MU1 AH-6-SA-S-MU2 AH-6-SA-S-MU3 AH-6-SA-S-MU4 AH-6-SA-S-MU5 <b>Enduring Knowledge:</b> AH-6-SK-U-1 AH-6-SA-U-3 AH-6-SA-U-4 <b>Academic Expectations:</b> 1.12 1.13 1.14 1.15 2.23 <b>21<sup>st</sup> Century Skills</b> Creativity Work creatively with others in diverse teams Problem solving Leadership Responsibility Communicate effectively</p>	<p><b>Students will:</b> Identify and analyze the use of elements in music Use the elements of music while performing on instruments, reading and writing music and responding to music Listen to how elements change in music Recognize, describe and compare music using the elements</p>	<p>Rhythm: steady beat, playing simple rhythms in unison Notational skills: staff, grand staff, measures, bar lines, double bar lines, time signatures Melody Harmony: playing in two parts Dynamics: <i>pp, p, mf, f, fff, cresc. + decres.</i> Timbre: four families of instruments, four voices of a choir Tempo: Allegro, Moderato, Adagio Form: AB, ABA</p>	<p><b>Activities/Resources:</b> Videos/teacher demonstration on how each family of instruments work Play simple rhythms on percussion instruments with sheet music that utilizes each element of music (<i>creating and performing</i>) <i>Respond and identify elements in different types of music (Youtube videos)</i> <b>Assessments:</b> Culminating project: create your own instrument representing the families of instruments: demonstration of instruments (<i>creating</i>) Culminating project: Compose and perform short etudes using all elements of music on percussion instruments (<i>performing</i>) Written test (<i>responding</i>)</p>
<p>Humanity in the Arts: Historical and cultural stylistic periods</p>	<p><b>Historical Eras:</b> Core Content: AH-07-2.1.1 <b>Concepts:</b> AH-7-HA-S-MU1 AH-7-HA-S-MU2 AH-7-HA-S-MU3 AH-7-HA-S-MU4 <b>Enduring Knowledge:</b> AH-7-HA-U-1 AH-7-HA-U-2 AH-7-HA-U-3 <b>Academic Expectations:</b> 2.24 2.25 2.26 <b>21<sup>st</sup> Century Skills</b> Creativity Work creatively with others in diverse teams Problem solving</p>	<p><b>Students will:</b> Analyze and explain Classical Greek and Medieval music and culture Perform and respond to music from Greek and Medieval times Explain how culture from Greek and Medieval times are reflected through the music of that time</p>	<p>Notate Greek and Medieval music Perform Greek and Medieval music Numeres Pythagorean theory</p>	<p><b>Activities/Resources:</b> Videos/smartboard presentations/Youtube videos of Greek and Medieval music Experience Greek and Medieval music through practicing music from that time (performing) Day in the life of a Greek/Medieval (responding) Compose your own Chant or Greek style music (create) Invent your own Greek God and Mythical Creature (creating and responding) <b>Assessments:</b> Culminating Project: Autobiography of my life during Ancient Greek/Medieval times. Written test</p>

<p>Purpose for Creating the Arts: Purpose of music</p>	<p>Purposes of Music: Core Content: AH-06-3.1.1 Concepts: AH-6-PCA-S-M.1 AH-6-PCA-S-M.2 Enduring Knowledge: AH-6-PCA-U-1 AH-6-PCA-U-2 AH-6-PCA-U-3 Academic Expectations: 1.12 1.13 1.14 1.15 2.22 2.26</p>	<p>Students will: Explain and compare purposes of music Create, listen and perform music for different purposes</p>	<p>Ceremonial music Recreational music Artistic expression music Genres</p>	<p><b>This content is embedded within the elements of music. It is to be taught simultaneously.</b>  Respond and identify elements and purposes in different types of music (Youtube videos)  Play simple rhythms on percussion instruments with sheet music that utilizes each element of music and highlighting different purposes of music. <i>(creating and performing)</i></p>
<p>Processes in the Arts: Creating new works, performing existing works, respond to works</p>	<p>Music Performance: Core Content: AH-06-4.1.1 AH-06-4.1.2 AH-06-4.1.3 AH-06-4.1.5 Concepts: AH-6-PA-S-M.1 AH-6-PA-S-M.2 AH-6-PA-S-M.3 AH-6-PA-S-M.4 AH-6-PA-S-M.5 AH-6-PA-S-M.6 Enduring Understandings: AH-6-PA-U-1 AH-6-PA-U-2 AH-6-PA-U-3 AH-6-PA-U-4 Academic Expectations: 1.12 1.13 1.14 1.15 2.22 2.25 21<sup>st</sup> Century Skills Creativity Work creatively with others in diverse teams Problem solving Leadership Responsibility</p>	<p>Students will: Create, notate, improvise, and perform music utilizing and highlighting the different elements of music, phrasing, and for different purposes. Explain the different parts of an opera Create their own opera Explain the parts to a ballad Create their own ballad</p>	<p>Rhythm: steady beat, playing simple rhythms in unison Notational skills: staff, grand staff, measures, bar lines, double bar lines, time signatures Melody Harmony: playing in two parts Dynamics: <i>pp, p, m, mf, f, cresc. + decresc.</i> Timbre: four families of instruments, four voices of a choir Tempo: Allegro, Moderato, Adagio Form: AB, ABA Phrasing Ballads Iambic feet Stanza Opera Vibrato Overture Aria</p>	<p><b>This content is embedded within the elements of music.</b>  Play simple rhythms on percussion instruments with sheet music that utilizes each element of music and highlighting different purposes of music. <i>(creating and performing)</i>  Watch and analyze Looney Tunes videos of famous operas  Assessment: Opera Poster Project Writing Assessment: Write a traditional ballad</p>

## 7<sup>th</sup> Grade Curriculum

Big Idea	Concept/Standards 21 <sup>st</sup> Century skills	Knowledge	Skills	Activities/Resources/Assessments
<p style="text-align: center;"><b>Structure in the Arts: Elements of Music</b></p>	<p><b>Elements of Music:</b> Emphasis on rhythm and composition <b>Core Content:</b> AH-07-1.1.1 AH-07-1.1.2 AH-07-1.1.3 <b>Concepts:</b> AH-7.5A-5-MU1 AH-7.5A-5-MU2 AH-7.5A-5-MU3 AH-7.5A-5-MU4 AH-7.5A-5-MU5 <b>Enduring Knowledge:</b> AH-7.5A-U-1 AH-7.5A-U-3 AH-7.5A-U-4 AH-7.5A-U-4 <b>Academic Expectations:</b> 1.12 1.13 1.14 1.15 2.22 <b>21<sup>st</sup> Century Skills</b> <b>Creativity</b> Work creatively with others in diverse teams <b>Problem solving</b> <b>Leadership</b> <b>Responsibility</b> <b>Communicate effectively</b></p>	<p><b>Students will:</b> Identify and analyze the use of elements in music Use the elements of music while performing on instruments, reading and writing music and responding to music Listen to how elements change in music Recognize, describe and compare music using the elements Identify instruments /genres</p>	<p><b>Rhythm:</b> steady beat, playing simple rhythms in unison, playing complex rhythms, syncopation, simple and complex time signatures, dotted rhythms <b>Notational skills:</b> staff, grand staff, measures, bar lines, double bar lines, time signatures <b>Melody</b> <b>Harmony:</b> playing, composing and performing in two or more parts <b>Dynamics:</b> <i>pp, p, mp, mf, f, ff, cresc. + decresc.</i> <b>Timbre:</b> four families of instruments, four voices of a choir <b>Tempo:</b> Allegro, Moderato, Adagio, Presto <b>Form:</b> AB, ABA, call and response <b>Latin America:</b> Mexico: Mariachi, Saramanguera (Chicago) Cuba: Salsa (New York), Cha-Cha Brazil: Samba Honduras: Punta (Garifunas) Puerto Rico: Reggaeton <b>Popularity/integration into the US</b> Jamaica: Reggae Trinidad: Steel Bands Clave Dia de los Muertos and other characteristics of Latin America Spanish influence on Latin American music/culture</p>	<p><b>Activities/Resources:</b> Review instrumentation from 6<sup>th</sup> grade Play and compose simple rhythms and complex rhythms including syncopation on percussion instruments with sheet music that utilizes each element of music (<i>creating and performing</i>) <i>Respond</i> and identify elements in different types of music (Youtube videos) Bucket Band: Roloff sheet music/buckets/sticks Students practice and perform advanced percussion music <b>Assessments:</b> Culminating project: compose and perform an original composition including using all elements Written test (<i>responding</i>)</p>
<p style="text-align: center;"><b>Humanity in the Arts: Historical and cultural stylistic periods</b></p>	<p><b>World Music Core Content:</b> AH-08-2.1.1 <b>Concepts:</b> AH-6-1A-S-MU1 AH-6-1A-S-MU2 AH-6-1A-S-MU3 AH-6-1A-S-MU4 AH-6-1A-S-MU4 <b>Enduring Knowledge:</b> AH-8-1A-U-1 AH-6-1A-U-2 AH-6-1A-U-3 <b>Academic Expectations:</b> 2.24 2.25 2.26 <b>21<sup>st</sup> Century Skills</b> <b>Creativity</b> Work creatively with others in diverse teams <b>Problem solving</b></p>	<p><b>Students will:</b> Describe music from Latin American and Asian cultures Listen to and perform music from Latin American and Asian cultures Explain how the music of Latin American and Asian cultures reflect their life styles</p>	<p><b>Latin America:</b> Mexico: Mariachi, Saramanguera (Chicago) Cuba: Salsa (New York), Cha-Cha Brazil: Samba Honduras: Punta (Garifunas) Puerto Rico: Reggaeton <b>Popularity/integration into the US</b> Jamaica: Reggae Trinidad: Steel Bands Clave Dia de los Muertos and other characteristics of Latin America Spanish influence on Latin American music/culture</p>	<p><b>Activities/Resources:</b> All notes kept and organized in student passport Smartboard presentation on Latin American and Asian cultures/music Youtube videos on Latin American and Asian music and culture Discuss, identify and analyze Perform Asian drumming music Origami Fish Chinese Calligraphy Eat with chop sticks</p>

		<p>Asia: China: traditional vs. modern music Folklore Pentatonic scale Timbres Calligraphy/Kung Fu Tea/Great Wall of China Chinese New Year Japan: Koto Origami Chop sticks Japanese Street Fashion Samurai India: Sitar Influence of Beatles</p>	<p>Dia de los Muertos Calaveras Altars for the Dead Dance: cha-cha, salsa Assessments: Completed passport Quizzes on Latin American and Asian Music</p>
<p><b>Purpose for Creating the Arts:</b> <b>Purpose of music</b></p>	<p><b>Purposes of Music:</b> Core Content: AH-07-3.1.1 <b>Concepts:</b> AH-7-PCA-S-MU1 AH-7-PCA-S-MU2 <b>Enduring Knowledge:</b> AH-7-PCA-U-1 AH-7-PCA-U-2 AH-7-PCA-U-3 <b>Academic Expectations:</b> 1.12 1.13 2.22 2.25 1.14</p>	<p><b>Students will:</b> Explain and compare purposes of music Create, listen and perform music for different purposes</p>	<p>Ceremonial music Recreational music Artistic expression music Genres</p>
<p><b>Processes in the Arts:</b> <b>Creating new works, performing existing works, respond to works</b></p>	<p><b>Music Performance:</b> Core Content: AH-07-4.1.1 AH-07-4.1.2 AH-07-4.1.3 AH-07-4.1.5 <b>Concepts:</b> AH-7-PA-S-MU1 AH-7-PA-S-MU2 AH-7-PA-S-MU3 AH-7-PA-S-MU4 AH-7-PA-S-MU5 AH-7-PA-S-MU6 <b>Enduring Understandings:</b> AH-7-PA-U-1 AH-7-PA-U-2 AH-7-PA-U-3 AH-7-PA-U-4 <b>Academic Expectations:</b> 1.12 1.13 1.14 1.15 2.22 2.25 21<sup>st</sup> century skills Problem solving Leadership</p>	<p><b>Students will:</b> Create, notate, improvise, and perform music utilizing and highlighting the different elements of music, phrasing, and for different purposes.</p>	<p>Rhythm: steady beat, playing simple rhythms in unison, playing complex rhythms, syncopation, simple and complex time signatures, dotted rhythms Notational skills: staff, grand staff, measures, bar lines, double bar lines, time signatures Melody Harmony: playing, composing and performing in two or more parts Dynamics: <i>pp, p, mp, mf, f, ff, cresc. + decresc.</i> Tempo: Allegro, Moderato, Adagio, Presto Form: AB, ABA, call and response</p>

## 8th Grade Curriculum

Big Idea	Concept/Standards 21 <sup>st</sup> Century skills	Knowledge	Skills	Activities/Resources/Assessments
<p>Structure in the Arts: Elements of Music</p>	<p>Elements of Music: Emphasis on rhythm and composition Core Content: AH-08-1.1.1 AH-08-1.1.2 AH-08-1.1.3 Concepts: AH-8-SA-5-Mu1 AH-8-SA-5-Mu2 AH-8-SA-5-Mu3 AH-8-SA-5-Mu4 AH-8-SA-5-Mu5 Enduring Knowledge: AH-8-SA-U-1 AH-8-SA-U-3 AH-8-SA-U-4 Academic Expectations: 1.12 1.13 1.14 1.15 2.23 21<sup>st</sup> Century Skills Creativity Work creatively with others in diverse teams Problem solving Leadership Responsibility Communicate effectively</p>	<p><b>Students will:</b> Identify and analyze the use of elements in different genres of music Use the elements of music while performing on instruments, reading and writing music and responding to music Listen to how elements change in music Recognize, describe and compare music using the elements Identify instruments /genres</p>	<p>Rhythm: steady beat, playing simple rhythms in unison, playing complex rhythms, syncopation, simple and complex time signatures, dotted rhythms Notational skills: staff, grand staff, measures, bar lines, double bar lines, time signatures Melody: phrase Harmony: chords Dynamics: <i>pp, p, mf, f, ff, cresc. + decresc.</i> Timbre: four families of instruments, four voices of a choir Tempo: Allegro, Moderato, Adagio, Presto, Largo Form: AB, ABA, call and response</p>	<p>Activities/Resources: Review instrumentation from 6<sup>th</sup> grade Review rhythm from 7<sup>th</sup> grade Play music (simple percussion instruments) that incorporates each element of music Describing music that could represent different events/things (zoo animals, nature, etc.) Respond and identify elements in different genres of music (Youtube videos) Assessments: Written test Create an original art work-describe in detail what a possible composition reflecting your art work would sound like.</p>
<p>Humanity in the Arts: Historical and cultural stylistic periods</p>	<p>Early American Music and African Music Core Content: AH-08-2.1.1 Concepts: AH-8-1A-5-Mu1 AH-8-1A-5-Mu2 AH-8-1A-5-Mu3 AH-8-1A-5-Mu4 Enduring Knowledge: AH-8-1A-U-1 AH-8-1A-U-2 AH-8-1A-U-3 Academic Expectations: 2.24 2.25 2.26</p>	<p><b>Students will:</b> Describe music and culture of early America Describe influence of Africa in American music Explain how culture of early America and Africa is reflected through their music</p>	<p>African music: West African music Instrumentation Rhythms Early African American music: Work songs Gospel/spirituals Call and response Polyrhythms Improvisation Development of the banjo Jazz Music Improvisation Rhythm and Blues Blues Rhythm section Instrumentation Effect on culture</p>	<p>Activities/Resources: Smartboard presentation on Early American and West African music Jazz videos: Wynton Marsalis History of Rock and Roll documentary Youtube videos on culture and music of Early American times Youtube videos on culture and music of Early American times for African Americans Class discussions/responses Assessments: Writing assessments: Autobiography "My life and times in Early America"</p>



## 8th Grade Curriculum

		<p style="text-align: center;"><b>Rock'n Roll</b> Rhythm section Instrumentation Effect on culture</p>	<p>Lyrics of an African American spiritual Test: American Music Timeline</p>	
<p><b>Purpose for Creating the Arts: Purpose of music</b></p>	<p><b>Purposes of Music:</b> Core Content: AH-08-3.1.1 <b>Concepts:</b> AH-8-PCA-S-MU1 AH-8-PCA-S-MU2 <b>Enduring Knowledge:</b> AH-8-PCA-U-1 AH-8-PCA-U-2 AH-8-PCA-U-3 <b>Academic Expectations:</b> 1.12 1.13 2.22 1.14</p>	<p><b>Students will:</b> Explain and compare purposes of music Create, listen and perform music for different purposes</p>	<p><b>Ceremonial music</b> <b>Recreational music</b> <b>Artistic expression music</b> <b>Genres</b></p>	<p><b>This content is embedded within the elements of music. It is to be taught simultaneously.</b> <i>Respond</i> and identify elements and purposes in different types of music (Youtube videos) Play simple rhythms and complex rhythms on percussion instruments with sheet music that utilizes each element of music and highlighting different purposes of music. (<i>creating and performing</i>)</p>
<p><b>Processes in the Arts: Creating new works, performing existing works, respond to works</b></p>	<p><b>Musics Performance:</b> <b>Core Content:</b> AH-08-4.1.1 AH-08-4.1.2 AH-08-4.1.3 AH-08-4.1.5 <b>Concepts:</b> AH-8-PA-S-MU1 AH-8-PA-S-MU2 AH-8-PA-S-MU3 AH-8-PA-S-MU4 AH-8-PA-S-MU5 AH-8-PA-S-MU6 <b>Enduring Understandings:</b> AH-8-PA-U-1 AH-8-PA-U-2 AH-8-PA-U-3 AH-8-PA-U-4 <b>Academic Expectations:</b> 1.12 1.13 1.14 1.15 2.22 2.25 21<sup>st</sup> century skills Problem solving Leadership</p>	<p><b>Students will:</b> Create, notate, improvise, and perform music utilizing and highlighting the different elements of music, phrasing, and for different purposes.</p>	<p><b>Rhythm:</b> steady beat, playing simple rhythms in unison, playing complex rhythms, syncopation, simple and complex time signatures, dotted rhythms <b>Notational skills:</b> staff, grand staff, measures, bar lines, double bar lines, time signatures <b>Melody:</b> conjunct, disjunct, legato, staccato <b>Harmony:</b> playing, composing and performing in two or more parts, chords, consonant, dissonant <b>Dynamics:</b> <i>pp, p, mf, f, cresc. + decresc.</i> <b>Tempo:</b> Allegro, Moderato, Adagio, Presto <b>Form:</b> AB, ABA, call and response</p>	<p><b>This content is embedded within the elements of music. It is to be taught simultaneously with the elements of music.</b> Play simple rhythms on percussion instruments with sheet music that utilizes each element of music and highlighting different purposes of music. (<i>creating and performing</i>)</p>