



priority learning targets

Fine Arts - Music

School District 129

GRADE 8

1. Analyze changes in tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology (e.g., ritardando, accelerando, fermata, crescendo, sforzando, accent). *(H – 25A.1)*
1. Analyze the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition. *(H - 25A.2)*
2. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). *(H – 26A.2)*
3. Sing and play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. *(H – 26A.4)*
5. Sight-read simple melodies and rhythms. *(H – 26A.5)*
6. Demonstrate or describe the relationship of practice/rehearsal techniques to performance. *(H – 26A.7)*
7. 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, bow, mallet or fingering control; with clear articulation/diction; and with expression appropriate for the work being performed. *(H – 26B.1)*
8. Describe how audience behavior changes a product or performance. *(H – 27A.2)*