

ART CONTENT STANDARDS FOR MUSIC

Grades 6-8

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| Strand: Music |
| Standard 1: Learn and develop the essential skills and meet technical demands unique to dance, music, theatre/drama and visual arts. |
| 6-8 Benchmark 1A: Sing and play instruments with appropriate techniques while maintaining a steady beat. |
| Performance Standards |
| <ol style="list-style-type: none">1. Sing, alone and with others, with correct pitch, rhythm, timbre, diction, posture, range, voice quality and breath control.2. Demonstrate proper instrumental playing techniques (e.g., breath control, bow control, stick control, embouchure, articulation, vibrato, correct fingerings, posture, hand position and characteristic tone quality.)3. Perform at appropriate grade and ability level, using musical literature in both small and large ensembles, with a focus on blend, good intonation, balance and expressiveness.4. Demonstrate the ability to prepare (using good practice skills) and perform music independent of the teacher/instructor.5. Demonstrate sight-reading skills using musical literature appropriate to the ability level. |
| 6-8 Benchmark 1B: Identify timbre (tone quality) of various families of instruments. |
| Performance Standards |
| <ol style="list-style-type: none">1. Study and emulate tone quality of appropriate models in singing and instrumental playing. |
| 6-8 Benchmark 1C: Acquire beat and rhythmic competency skills. |
| Performance Standards |
| <ol style="list-style-type: none">1. Read and perform rhythms in simple and compound meter in solo/ensemble situations.2. Identify simple and compound meter (aurally, visually in notation, and through conducting patterns). |
| 6-8 Benchmark 1D: Identify basic musical notation and symbols. |
| Performance Standards |
| Read, identify and perform using musical notation and symbols from appropriate grade-level literature (instrumental/choral.) |

Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.

6-8 Benchmark 2A: K-5 benchmark 2: Understand how music expresses ideas.

1. Recognize and discuss how programmatic music can describe specific events, art work, places, etc.
2. Discuss how movie scores and other background music complements and intensifies the action, emotion or mood in a dramatic performance.
3. Discuss how personal tastes influence the music that people perform, purchase and listen to.

Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.

6-8 Benchmark 3A: Identify terms common to the various art forms.

1. Compare and contrast music elements with elements of other arts disciplines (e.g., rhythm, balance, form, style, tempo).

6-8 Benchmark 3B: Understand how music can relate to other art forms or content areas.

1. Discuss and demonstrate relationships of music to other disciplines: (e.g., reading - the ongoing, horizontal flow of words akin to the movement of music; social studies - how music of a culture helps to define and understand that culture; mathematics - the rhythm of music is expressed numerically; science - the movement of sound as a physical phenomenon).

6-8 Benchmark 3C: Identify how music can support and enhance other disciplines.

1. Compose or improvise a short piece of music to represent or describe an idea or concept from another content area.

Standard 4: Demonstrate an understanding of the dynamics of the creative process.

6-8 Benchmark 4A: Understand why music is created and how it is used.

1. Discuss different motivating factors which have inspired the creation of music, including: historical figures, nature, events, literature, drama, etc.
2. Explore the training, skills and education necessary for various careers in music.

6-8 Benchmark 4B: Understand how music is created.

1. Discuss influences on the creation of music from historical and cultural perspectives (e.g., aboriginal tribes - ritual, religion, social issues, availability of natural materials and technology/tools).
2. Apply learned musical elements (e.g., rhythm, melody, form, timbre, tempo, dynamics) to compose or improvise music.

Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.

6-8 Benchmark 5A: Identify simple music forms when presented aurally.

1. Identify the musical form of the piece of music being studied/performed in an ensemble class.
2. Identify stylistic forms of music (e.g., rap, gamelan, mariachi, oriental, non-western, reggae, steel drum, folk, Mongolian throat singing).

6-8 Benchmark 5B: Identify the sounds of more familiar instruments, as well as treble and bass voices.

1. Identify traditional orchestral families (e.g., strings, woodwinds, brass, percussion) and other traditional folk/cultural instruments (e.g., guitar, accordion, recorder, dulcimers).
2. Identify qualities unique to soprano, alto, tenor and bass voices.
3. Classify different types of ensembles when presented aurally (e.g., percussion ensemble, woodwind quintet, string quartet, brass ensemble, vocal trio).

6-8 Benchmark 5C: Use appropriate terminology to discuss responses and reactions to particular musical works.

1. Develop a list of criteria for what constitutes a good musical performance, as applied to different genres/styles of music.
2. Using appropriate terminology, make critical judgments about one's own performance and the performance of others.

Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.

6-8 Benchmark 6A: Identify and perform a varied repertoire from historical periods and diverse cultures, with emphasis on the music and cultures of New Mexico.

1. Describe how folk music from various cultures is used as the basis for formal compositions.
2. Identify representative music of the diverse cultures found in New Mexico.
3. Compare and contrast music from different eras.

Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

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| 6-8 Benchmark 7A: Show understanding of how various instruments have evolved. Grades 6-8 performance standards: |
| <ol style="list-style-type: none"> 1. Trace the development of various instruments (e.g., wind, brass, string, percussion, keyboard.) 2. Describe how an instrument/voice functions and produces a characteristic tone. |
| 6-8 Benchmark 7B: Use appropriate music technology. |
| <ol style="list-style-type: none"> 1. Use recording and playback technology to improve one's personal musical skills. 2. Use appropriate computer-aided instruction programs (e.g., theory programs, rhythmic training, compositional programs). |

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| Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions. |
| 6-8 Benchmark 8A: Model appropriate audience behavior at live concert performances. |
| <ol style="list-style-type: none"> 1. Model respectful behavior, understanding the dynamics of what it takes to be a performer, as well as appropriate behavior in the performance venue. 2. Describe the role of the audience and how it should react to a performer in various types of performance situations (e.g., clapping after a jazz solo, but not a classical solo.) |
| 6-8 Benchmark 8B: Participate in appropriate school programs. |
| <ol style="list-style-type: none"> 1. Participate in appropriate school programs. Grades 6-8 performance standard: Prepare and perform age-appropriate material at school and community-based programs. |
| 6-8 Benchmark 8C: Share and develop cultural experiences. |
| <ol style="list-style-type: none"> 1. Share and develop cultural experiences. Grades 6-8 performance standard: Celebrate customs, cultural traditions and American holidays, using music at or from home and in other social situations. |