

Bemidji Schools Course Map: Music Grade 8 Choir

(Revised April 23, 2009)

Time Frame	Skills/Concepts	Benchmarks	Assessment Activities	Evaluation criteria
1 st Semester	<p>On-going: (all year long)</p> <ul style="list-style-type: none"> • Singing a variety of music • Using correct vocal technique – [posture, breathing, and voice care] • Understanding music terminology • Music history – exposure experiences • Review 7th grade concepts and skills <p>Focus on:</p> <p>Reading music (knowledge, skill)</p> <ul style="list-style-type: none"> • Note reading and note values • More complex rhythms 16th, 16rest, 16th, 8th combinations, dotted 8th, triplets, 6/8, cut time • Key signatures – sharps, flats, naturals and the circle of 5ths • Expansion of pitch range • Knowing own part and relate to whole musical idea/composition • Tone support and technique • Dynamic contrast • Phrasing 	<p>I. Foundations:</p> <p>1.1 (analyze complex rhythms)</p> <p>2.1 (read notation of complex rhythms)</p>	<p>Learning Goals:</p> <p>Students will read and perform a variety of complex rhythms on unpitched percussion instruments in an ensemble setting.</p> <p>Assessment Activity:</p> <p>You will play a teacher selected complex rhythm pattern on an unpitched percussion instrument in an ensemble. You will rehearse the piece, accurately reading the score, and then perform the piece in a classroom or concert setting.</p>	<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> • • Rhythms are accurate • Beat is steady and aligned with the song • Part is independently played within the group

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2 nd Semester	<p>Focus ON:</p> <p>Performing Music</p> <ul style="list-style-type: none"> • Variety of contexts and styles • Complex music • Three-part music 	<p>III. Perform/Present:</p> <p>1.1 (rehearse and perform)</p> <p>1.2 (revise based on feedback of others)</p> <p>1.3 (explain artistic intent)</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal:</p> <p>Assessment Activity:</p> <p>You will rehearse a variety of teacher-selected music for public performance. Exchange performance feedback with students in another performance ensemble and adjust your performance in response to peer and teacher feedback. After a culminating performance, reflect on your work, describe the teacher’s artistic choices for this repertory and suggest possible improvements to your performance.</p>	<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> • Posture is correct • Tone is centered, pure and clear • Pitches are accurate and in-tune • Breath is controlled and well supported <p>Revision</p> <ul style="list-style-type: none"> • Uses peer and teacher feedback • Singing improves in intended way <p>Description of Intention:</p> <ul style="list-style-type: none"> • Accurate explanation of teacher’s artistic choices

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<p>1st or 2nd Semester (teacher's choice this time)</p>	<p>Focus On:</p> <ul style="list-style-type: none"> • Listen to and respond to a variety of music examples in order to identify and analyze; genre, style. • Students analyze musical work using a variety of musical criteria 	<p>I. Foundations: 1.3 (describe characteristics of music) 3.2 (analyze meanings of music)</p> <p>IV. Respond/Critique: 1.1 (analyze and interpret musical works)</p>	<p>Learning Goal: Students identify and analyze genre, style, and analyze the meaning of musical works</p> <p>Assessment Activity: You will listen to a variety of recorded and/or live musical examples and analyze the meanings and functions of pieces identifying genres and musical styles:</p> <ul style="list-style-type: none"> • analyze the meanings and purposes of the selected pieces • describe the characteristics of the genres and musical styles in the sample of works 	<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> • Analysis is complete • Meanings and purposes are plausible • Genre and/or style is correctly identified and explained