

Cameron R-1 Scope and Sequence 8th Grade Vocal Music

Quarters 1 & 3				Quarters 2 & 4		
Days/Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks
Name of Unit	Fundamentals in Music (Vowels, Consonants, and other concepts)	Staffs, Clefs, And Rhythm Oh My! (Reading the Music staff including beat, tempo, and time)	The Key To Music (Key Signatures and Solfege Solutions)	Sight Reading	Expressive Technique in Music	Performance Technique and Analysis
Priority Standards	MU: Re8A.8a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.	MU: Cr2A.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.	MU: Pr4B.8b When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	MU: Pr4B.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	MU: Re8A.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	MU: Pr5A.8a Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when a piece is ready to perform.

Supporting Standards	MU: Re7B.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.. MU: Pr4C.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).	MU: Re9A.8a Apply appropriate personally developed criteria to evaluate musical works or performances.. MU: Cr3B.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent.	MU: Pr6A.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. MU: Pr4B.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	MU: Re7B.E5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. MU: Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	MU: Pr5A.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. MU: Cn10A.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU: Pr4C.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style e, and phrasing). MU: Pr6A.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
-----------------------------	---	---	--	---	---	--

Key: Priority Standard Supporting Standard