Texas Fine Arts

Music: Middle School 2

Adopted 2013

Middle School Music 2

1. **The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:** 6-8.2.1

   A. compare and contrast exemplary musical examples using technology and available live performances; 6-8.2.1.A

   B. demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems; 6-8.2.1.B

   C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology; 6-8.2.1.C

   D. interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation; and 6-8.2.1.D

   E. describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice. 6-8.2.1.E

2. **The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:** 6-8.2.2

   A. interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements; 6-8.2.2.A

   B. notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format; 6-8.2.2.B

   C. create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation; 6-8.2.2.C

   D. read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and 6-8.2.2.D

   E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4. 6-8.2.2.E

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3. **The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:** 6-8.2.3

   A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre; 6-8.2.3.A

   B. perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; 6-8.2.3.B

   C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques; 6-8.2.3.C

   D. perform independently and expressively a varied repertoire of music representing various styles and cultures; 6-8.2.3.D

   E. sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms; 6-8.2.3.E

   F. interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and 6-8.2.3.F

   G. create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty. 6-8.2.3.G

4. **The student relates music to history, culture, and the world. The student is expected to:** 6-8.2.4

   A. perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage; 6-8.2.4.A

   B. examine written and aurally presented music representative of diverse genres, styles, periods, and cultures; 6-8.2.4.B

   C. identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and 6-8.2.4.C

   D. describe music-related vocations and avocations. 6-8.2.4.D

5. **The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:** 6-8.2.5

   A. demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings; 6-8.2.5.A

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B. apply criteria for listening to and evaluating musical performances; 6-8.2.5.B

C. demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings; 6-8.2.5.C

D. identify and apply criteria for evaluating personal performances; 6-8.2.5.D

E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and 6-8.2.5.E

F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances. 6-8.2.5.F