

Step~BY~Step Classroom Music: Long Range Plans for Grade 8 music for the 1998 Arts Curriculum

Term 1: Lessons 1 - 9	Term 2: Lessons 10 - 21	Term 3: Lessons 21 - 29
<p>Knowledge</p> <ul style="list-style-type: none"> • read music appropriate for this grade, showing their understanding of the necessary aspects of notation (e.g., clefs, key signatures); • identify and perform the major scale in keys that they encounter in the music they sing or play; • demonstrate the ability to produce the same pitch as others, vocally or instrumentally (e.g., in pairs, in sections, in a large group); • identify metres and the corresponding time signatures in the pieces they play or sing; • play or sing music with appropriate articulation and phrasing; • demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing in the music they play or sing; • explain the meaning of D.C. al coda, d.s. al fine, and d.s. al coda; • identify the type of texture in music appropriate for the grade; • sing or play in tune • begin to sing or play the major scale in keys that occur in the music they sing or play 	<p>Knowledge</p> <ul style="list-style-type: none"> • conduct 2/4, 3/4, and 4/4 time, or a metre in a piece appropriate for their grade, correctly using standard conducting patterns (e.g., indications of upbeats, downbeats, and entries); • recognize rondo form (ABACA) and theme-and-variations form (A, A1, A2, etc.) in music they perform and hear. <p>Creative Work</p> <ul style="list-style-type: none"> • sing or play expressively pieces in various styles; • create musical compositions that make use of elements of music studied in this grade, write them in standard notation, and perform them; • create and perform a short musical that consists of contrasting songs, dialogue, and drama; • improvise a solo melodic line (accompanied or unaccompanied). <p>Critical Thinking</p> <ul style="list-style-type: none"> • recognize and describe the difference between program music • describe some aspects of the historical context of music that they sing, play, or listen to • describe their response to a musical performance in their community. 	<p>Knowledge</p> <ul style="list-style-type: none"> * read music appropriate for this grade showing their understanding of note value * identify and recognize simple music notation <p>Creative Work</p> <ul style="list-style-type: none"> • create musical compositions that make use of elements of music studied in this grade, write them in standard notation, and perform them; * create musical composition using four bar programs <p>Critical Thinking</p> <ul style="list-style-type: none"> • describe some aspects of the historical context of music that they sing, play, or listen to • communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media • describe their response to a musical performance in their community.

• Ontario Curriculum Music Expectations covered by **Step~BY~Step Classroom Music**

* Additional Expectations covered by **Step~BY~Step Classroom Music**