

6th Grade

Rhythm

- Identify half and quarter notes (and their equivalent rest values) in a piece of music.
- Identify whole notes (and their equivalent rest value) in a piece of music.
- Identify eighth notes (and their equivalent rest value) in a piece of music.
- Perform half and quarter notes (and their equivalent rest values) in a piece of music.
- Perform whole notes (and their equivalent rest value) in a piece of music.
- Perform eighth notes (and their equivalent rest value) in a piece of music.
- Identify dotted note values in a piece of music.
- Explain how the dot changes a note value in a piece of music.
- Explain the relationships between note values (whole, half, quarter, and eighth) in a note hierarchy.
- Perform dotted half note values in a piece of music.

Meter

- Explain the meaning of the top number in a time signature.
- Explain the meaning of the bottom number in a time signature.
- Perform music in time signatures in which the quarter note gets one beat.
- Explain how music is organized into measures in a piece of music.

Tempo

- Identify Italian and English musical terms related to speed.
- Perform music set at different speeds.

Pitch

- Identify note names based on their position on a staff.
- Hear the difference between high and low pitches as they are performed.
- Perform an ascending and descending scale.
- Produce a tone using proper posture and breath support.
- Identify the location of a key signature in a piece of music.
- Identify the difference between steps, skips, and repeated notes in a piece of music.

Rehearsal/Performance Techniques

- Demonstrate rehearsal etiquette, including preparing to perform and focusing on director expectations.
- Respond to conducting gestures, including preparatory beats, attacks, and cut offs.
- Demonstrate posture that will support good performance techniques.
- Perform your musical part accurately while two or more different parts are being performed simultaneously.
- Perform a piece of music with a large ensemble.
- Perform a piece of music with a small ensemble.

Dynamics

- Identify four Italian musical terms that relate to volume.
- Perform music set at different volumes.

Style

- Explain the difference between and tie and a slur.
- Define the musical meaning of a phrase.
- Recognize a fermata in a piece of music.
- Explain the function of a fermata in a piece of music.
- Follow a conductor's direction before, during, and after a fermata in a piece of music.
- Differentiate between two articulation styles according to markings in the music.
- Perform two articulation styles according to markings in the music.

Structure

- Identify basic repeats in a piece of music.
- Identify first and second endings in a piece of music.
- Identify D.C. al Fine in a piece of music.
- Perform a variety of repeat markings in different pieces of music.
- Demonstrate an understanding of the thematic organization of binary form (AB).
- Demonstrate an understanding of the thematic organization of ternary form (ABA).

Musical Connections

- Explain differences and similarities between music from cultures other than my own.
- Comment about successes and areas needing improvement in my own performance.
- Visually differentiate instruments from the different instrument families (strings, woodwinds, brass, percussion).

Middle School Music (6-8) - “I Can” statements for all classes

Scope and Sequence

7th Grade

Rhythm

- Identify sixteenth notes (and their equivalent rest value) in a piece of music.
- Perform sixteenth notes (and their equivalent rest value) in a piece of music.
- Perform dotted quarter note values in a piece of music.
- Explain the relationships between note values (whole, half, quarter, eighth, and sixteenth) in a note hierarchy.

Meter

- Explain the meaning of the top number in a time signature.
- Explain the meaning of the bottom number in a time signature.
- Perform music in time signatures in which the half note or quarter note gets one beat.
- Perform music written with multiple time signatures (mixed meter).

Tempo

- Demonstrate an understanding of Italian and English musical terms related to speed in a performance setting.
- Perform different pieces of music set at different speeds.

Pitch

- Identify note names based on their position on a staff (including ledger lines).
- Hear the difference between high and low pitches--intervals between a third and an octave--as they are performed.
- Perform more than one ascending and descending scale.

Dynamics

- Identify six Italian musical terms that relate to volume.

Style

- Differentiate between four articulation styles according to markings in the music.
- Perform four articulation styles according to markings in the music.
- Explain the function of an accent in a piece of music.

Structure

- Identify D.C. al Coda in a piece of music.
- Identify D.S. al Coda in a piece of music.
- Identify D.S. al Fine in a piece of music.

8th Grade

Rhythm

- Perform dotted eighth note values in a piece of music.
- Identify triplet note values in a piece of music.
- Perform triplet note values in a piece of music.

Meter

- Perform music in time signatures in which the half note, quarter note, or eighth note gets one beat.

Tempo

- Perform pieces of music that contain tempo changes.

Pitch

- Explain basic pitch relationships that exist within the notes of every major scale.
- Hear the difference between high and low pitches--intervals between a minor second and an octave--as they are performed.
- Perform major and minor ascending and descending scales.

Rehearsal/Performance Techniques

- Identify the steps to take when preparing to sight read a piece of music.
- Perform music in a rehearsal that hasn't been practiced in advance (sight reading).

Dynamics

- Identify eight Italian musical terms that relate to volume.