

**Grade 8: Music and Visual Arts**– Music and the arts are an integral part of the curriculum focusing on creativity and active participation. Instruction is non-competitive and provides significant opportunities to sing, dance, listen to music, play act, listen to and read poetry, draw, paint, and create. In addition, children are also exposed to great pieces of art and music.

The following MA Frameworks will be addressed in Music and Art class throughout the year:

**Music Standard: Singing**

- 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range
- 1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on the scale of 1-6 including some songs preformed by memory
- 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being preformed, and using a variety of languages
- 1.9 Sing music written in two or three parts (up to four parts in choral ensemble), with and without accompaniment

**Music Standard: Reading and Notation**

- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 6/8, 3/8, 9/8 and *alla brev* meter signatures
- 2.6 Read and sing at sight simple melodies and intervals in both treble and bass clefs
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- 2.8 Use standard notation to record their own musical ideas and those of others
- 2.9 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with difficulty level of 2 on a scale of 1 to 6

**Music Standard 3.4 Playing Instruments**

Echo and perform easy rhythmic melodic and choral patterns accurately and independently on rhythmic melodic and harmonic classroom instruments

**Music Standard 4: Improvisation and Composition**

- 4.6 improvise and compose simple harmonic accompaniments
- 4.7 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys

### **Music Standard 5: Critical Response**

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. Students will connect their analysis to interpretation and evaluation.

### **Visual Arts Methods, Materials and Techniques**

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK-8

1.8 Maintain workspace, materials, and tools responsibly and safely

### **Visual Arts Elements and Principles of Design**

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors

2.8 For line, use and be able to identify various types of line

2.9 For texture, be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms

2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis

### **Visual Arts Standard 3: Observation, Abstraction, Invention, and Expression**

Students will demonstrate powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

### **Visual Arts Standard 4: Drafting, Revising, and Exhibiting**

4.4 Produce work that shows an understanding of the concepts of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in the clear schematic layout; and to organize and complete projects

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally in writing, and to revise work based on criteria developed in the classroom

4.8 Create and prepare artwork for group or individual public exhibitions

**Visual Arts Standard 5: Critical Response**

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

MONTH	MUSIC – Core Knowledge	VISUAL ARTS Topics– Core Knowledge
<p><b>August / September</b></p>	<p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Review instrument families</li> <li>• Review vocal ranges</li> <li>• Review pitch</li> <li>• Review musical terms and vocabulary</li> </ul>	<p><i>Architecture since the Industrial Revolution</i></p> <ul style="list-style-type: none"> <li>• Demonstrations of metal structure Crystal Palace Eiffel Tower</li> <li>• First skyscrapers: Form follows function Louis Sullivan: Wainwright Building Famous skyscrapers: Chrysler Building and the Empire State Building</li> <li>• Frank Lloyd Wright: Fallingwater, Guggenheim Museum</li> <li>• Create an architectural rendering of a building students would like to design</li> </ul>
MONTH	MUSIC – Core Knowledge	VISUAL ARTS– Core Knowledge
<p><b>October</b></p>	<p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Identify chords</li> <li>• Identify Harmony</li> <li>• Understand what an Octave is</li> <li>• Review musical terms</li> </ul>	<p><i>Art of China</i></p> <ul style="list-style-type: none"> <li>• Five Dynasties</li> <li>• Northern Sung and Southern Sung</li> <li>• Ming, Ch'ing and Later Dynasties</li> <li>• Brush painting technique</li> <li>• Calligraphic script exploration</li> </ul>
MONTH	MUSIC – Core Knowledge	VISUAL ARTS– Core Knowledge
<p><b>November</b></p>	<p><i>Elements of Music: Rhythm</i></p> <ul style="list-style-type: none"> <li>• Triplets</li> <li>• Play percussion ensembles</li> </ul>	<p><i>Bauhaus Movement</i></p> <ul style="list-style-type: none"> <li>• Wassily Kandinsky</li> <li>• Paul Klee</li> </ul>

		<ul style="list-style-type: none"> <li>In groups, design and create a deck of card inspired by the Bauhaus movement</li> </ul>
<b>MONTH</b>	<b>MUSIC – Core Knowledge</b>	<b>VISUAL ARTS– Core Knowledge</b>
<b>December</b>	<p><i>Elements of Music: Opera</i></p> <ul style="list-style-type: none"> <li>Vocabulary: overture, solo, duet, trio, quartet, chorus, aria, recitative</li> </ul> <p>Composers and Works:</p> <ul style="list-style-type: none"> <li>Gioacchino Fossini, <i>The Barber of Seville</i>: Overture and “Largo al factotum”</li> <li>Giuseppe Verdi, <i>Rigoletto</i>: aria, “Questa o quella”; duet, “Figlia!...Mio padre!” aria, “la donna e mobile”: quartet, “Bella figlia dell’amore”</li> </ul>	<p><i>Periods and Schools:</i></p> <ul style="list-style-type: none"> <li>Painting since World War II</li> <li>Jackson Pollack and Abstract Expressionism</li> <li>Willem de Koonig</li> <li>Frank Rothko</li> <li>Helen Frankenthaler</li> <li>Create abstract expressionist work inspired by an event in student’s life</li> </ul>
<b>MONTH</b>	<b>MUSIC – Core Knowledge</b>	<b>VISUAL ARTS– Core Knowledge</b>
<b>January</b>	<p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>Review Western classical periods</li> <li>Nationality in music</li> <li>Jean Sibelius, <i>Finlandia</i></li> <li>Bela Bartok, <i>Allegro barbaro</i>, <i>Mikrokosmos</i> or <i>For Children</i></li> <li>Joaquin Rodrigo, <i>Concierto de Aranjuez</i></li> <li>Aaron Copland, <i>Appalachian Spring (Suite)</i></li> </ul>	<p><i>Photography</i></p> <ul style="list-style-type: none"> <li>Edward Steichen</li> <li>Alfred Steiglitz</li> <li>Dorothea Lange</li> <li>Create Photographic collage with a personal theme</li> </ul>
<b>MONTH</b>	<b>MUSIC – Core Knowledge</b>	<b>VISUAL ARTS– Core Knowledge</b>
<b>February</b>	<p><i>Elements of Music</i></p> <p><i>Modern Music</i></p> <ul style="list-style-type: none"> <li>Claude Debussy, <i>La Mer</i></li> <li>Igor Stravinsky, <i>The Rite of Spring, 1913</i></li> </ul>	<p><i>African-American Art</i></p> <ul style="list-style-type: none"> <li>Romare Bearden</li> <li>Aaron Douglas</li> <li>Faith Ringgold</li> <li>Create an artwork inspired by personal heritage</li> </ul>
<b>MONTH</b>	<b>MUSIC – Core Knowledge</b>	<b>VISUAL ARTS– Core Knowledge</b>

<b>March</b>	<i>Elements of Music</i> <ul style="list-style-type: none"> <li>• Experimental music</li> <li>• Composition</li> <li>• Improvisation</li> </ul>	<i>Twentieth Century Sculpture</i> <ul style="list-style-type: none"> <li>• Auguste Rodin</li> <li>• Pablo Picasso</li> <li>• Claes Oldenburg</li> <li>• Maya Lin</li> <li>• Create sculpture inspired by forms in the environment</li> </ul>
<b>MONTH</b>	<b>MUSIC – Core Knowledge</b>	<b>VISUAL ARTS– Core Knowledge</b>
<b>April</b>	<i>Elements of Music</i> Non-Western <ul style="list-style-type: none"> <li>• Musical scales</li> <li>• Instruments from various lands</li> <li>• Works from various</li> </ul>	<i>Art of the Middle East</i> <ul style="list-style-type: none"> <li>• Islamic architecture</li> <li>• Textile design</li> <li>• Calligraphy</li> <li>• Batik</li> </ul>
<b>MONTH</b>	<b>MUSIC – Core Knowledge</b>	<b>VISUAL ARTS– Core Knowledge</b>
<b>May</b>	<i>Elements of Music</i> <ul style="list-style-type: none"> <li>• African music</li> <li>• World music</li> </ul>	<i>Mexican Art</i> <ul style="list-style-type: none"> <li>• Diego Rivera</li> <li>• Frida Kahlo</li> <li>• Create self-portraits that contain symbolism that represent students' personalities</li> </ul>
<b>MONTH</b>	<b>MUSIC – Core Knowledge</b>	<b>VISUAL ARTS– Core Knowledge</b>
<b>June</b>	<i>Elements of Music</i> <ul style="list-style-type: none"> <li>• Rock</li> <li>• American Music Theater  Irving Berlin  George M. Cohan  Cole Porter</li> </ul>	<i>Murals</i> <ul style="list-style-type: none"> <li>• Byzantine</li> <li>• Pre-Columbian</li> <li>• Contemporary public art</li> <li>• In groups, develop murals that make a public statement of importance to the</li> </ul>

	Rodgers and Hammerstein Jerome Kern Leonard Bernstein and Stephen Soundheim	students
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