

**7-8 Music Appreciation**

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**Topic 1: Technique**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
| 7th Grade | 4AB: Models at a level above learning goal.  | 3A: Match pitch and/or accurately play instrument independently. 3B: Develop a strategy to improve technique.  | 2A: Demonstrate knowledge of sound production.  2B: Demonstrate proper technique.   |
| 8th Grade | 4AB: Models at a level above learning goal.  | 3A: Match pitch and/or accurately play instrument independently. 3B: Develop a strategy to improve technique.  | 2A: Demonstrate knowledge of sound production.  2B: Demonstrate proper technique.  |

**Topic 2: Rehearsal Skills**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
| 7th Grade | 4AB: Develop a strategy to lead sectional and rehearsal work. | 3A: Collaborates with section and contributes to the ensemble. 3B: Critique self-awareness. | 2A.1: Demonstrates attention to the primary focus of the rehearsal.2A.2: Records score markings. 2B: Demonstrate self-awareness.  |
| 8th Grade | 4AB: Develop a strategy to lead sectional and rehearsal work. | 3A: Self-critique focal point. 3B: Critique self-awareness. | 2A: Demonstrate focal point. 2B: Demonstrate self-awareness.  |

**Topic 3: Presentation**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
| 7th Grade | 4AB: Models at a level above learning goal.  | 3A: Perform using technical knowledge and skills with artistic intent to achieve sustained communication with the audience.3B: Self-critique performances.  | 2A: Perform using technical knowledge and skills. 2B: Describe successful performance etiquette skills.   |
| 8th Grade | 4AB: Models at a level above learning goal.  | 3A: Demonstrate technical knowledge and skills to collaboratively and safely create performances using musical context to achieve communication with the audience.3B: Self-critique performances.  | 2A: Perform using technical knowledge and skills. 2B: Describe aspects of successful performance.   |

**Topic 4: Literacy**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  7th Grade | 4AB: Models at a level above learning goal. | 3A: Navigate a piece of music with assistance.3B: Analyze combinations of rhythms\* in order to count and perform music. | 2A.1: Identify and define applicable tempo markings.2A.2: Identify and define applicable navigation markings. 2B: Identify and define applicable duration symbols. |
| 8th Grade | 4AB: Modeling at a level above learning goal.  | 3A: Navigate a piece of music with assistance. 3B: Analyze combinations of rhythms\* in order to count and perform music in simple meters.  | 2A.1: Identify and define applicable tempo markings. 2A.2: Identify and define applicable navigation markings. 2B: Identify and define applicable duration symbols.  |

**Rhythm Appexdix**

*7th Grade*: tied notes, dotted half notes and rests, dotted quarter notes and rests, eighth notes and rests, sixteenth notes in fours

*8th Grade*: combinations of the above listed

**Literacy Appendix**

*7th Grade*: mezzo, -issimo, ritardando, accelerando, crescendo, decrescendo, andante, moderato, coda, DC, DS, segno, fine, soprano, alto, baritone

*8th Grade*: (as needed) fermata, sharp, flat, natural, accent, staccato, treble clef, bass clef, soprano, alto, tenor, bass.

**Topic 5: Responding**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
| 7th & 8th Grade | 4AB: Models at a level above learning goal.  | 3A: Evaluates elements in music. 3B: Describe connections between artforms.  | 2A: Identify and define elements of music. 2B: Identify elements of varying artforms.  |