

Catholic Identity Standards			
<b>8.1 Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*			
<b>Ways to Grow</b>	8.1(VL) S.K6 DS1(CNS) display a sense of wonder and delight about the natural universe and its beauty * 8.1(VL) S.K6 IS4(CNS) give examples of the beauty evident in God’s creation * 8.1(VL) S.K6 GS1(CNS) exhibit care and concern for each human person as an image and likeness of God * 8.1(VL) H.K6 IS2(CNS) describe the relationships, elements, underlying order, harmony, and meaning in God’s creation * 8.1(VL) H.K6 DS5(CNS) justify the significance and impact of the Catholic Church throughout history *		
<b>Engage</b>		<b>8.2 Engage.</b> The student engages in analysis and interpretation to understand artistic works.	
<b>Tools to Know</b>		<b>Application</b>	<b>Supporting Standards - Instructional Focus</b>
	Musical Sound	8.2A describe and analyze musical sound	8.2A.1 compare and contrast exemplary musical examples 8.2A.2 demonstrate knowledge of tonal and rhythmic musical elements using standard terminology 8.2A.3 describe musical elements of rhythm and meter: whole notes, half notes; quarter notes; paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters 8.2A.4 analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations
	Notation	8.2B utilize notation to read and write music	8.2B.1 analyze music symbols and terms referring to notation: dynamics; tempi: largo to presto; articulations: sforzando and previously known elements 8.2B.2 notate meter, rhythm, pitch, and dynamics using standard symbols 8.2B.3 create rhythmic phrases using known rhythms and melodic phrases using known pitches within an established system of notation 8.2B.4 read music notation using appropriate cognitive and kinesthetic responses 8.2B.5 sight read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters
<b>Connect</b>		<b>8.3 Connect.</b> The student explains the development of music from a variety of perspectives.	
<b>Tools to Know</b>			
	History, Literature, Culture	8.3A examine music in relation to history and culture	8.3A.1 perform music representative of diverse cultures, including American and Texas heritage 8.3A.2 describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms 8.3A.3 analyze ways copyright law awareness is important in daily life 8.3A.4 discuss how current developments in music reflect society in the local community and larger world
	Catholic Faith	8.3B describe ways in which music is integral to our worship of God	8.3B.1 describe the role of music in the liturgy 8.3B.2 describe the connection between music and faith 8.3B.3 connect hymn texts to sacred scripture 8.3B.4 apply sight reading skills to learning liturgical music 8.3B.5 connect hymn text to specific liturgical seasons 8.3B.6 identify styles of Chant and their evolution and uses
<b>Perform</b>		<b>8.4 Perform.</b> The student demonstrates musical artistry by singing or playing an instrument, alone and in groups.	
<b>Ways to Show</b>			
	Sing and Play	8.4A perform a varied repertoire of music	8.4A.1 model characteristic vocal or instrumental timbre 8.4A.2 perform music demonstrating appropriate physical fundamental techniques 8.4A.3 perform independently and expressively with accurate intonation and rhythm 8.4A.4 perform independently and expressively, a varied repertoire of music representing various styles and cultures 8.4A.5 sight read with accurate intonation and rhythm 8.5A.6 interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements 8.5A.7 demonstrate health and wellness concepts related to musical practice

# Snapshot

## Grade 8 Music

	Create	8.4B create and perform new musical ideas	8.4B.1 uses musical tools, including active listening to create and evaluate original works 8.4B.2 create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty
<b>Respond</b>		<b>8.5 Respond.</b> The student listens to, responds to, and evaluates music and musical performances.	
<b>Ways to Show</b>		8.5A demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	8.5A.1 model appropriate audience etiquette 8.5A.2 demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening
	React		
	Apply Criteria	8.5B apply criteria to evaluate musical works	8.5B.1 apply criteria for listening to and evaluating musical performance 8.5B.2 evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement