

6-8 Visual Art - Pacing Guide

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Perform	Perform	Perform	Perform
<ul style="list-style-type: none"> • Sing in groups of the major scale. • Clap, sing, or play from simple notation • Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice. 	<ul style="list-style-type: none"> • Begin playing and singing 2-part ostinati • Singing expressively, with pleasing tone, varied dynamics and interpretation • Demonstrate the ability to use basic concepts of meter, rhythm, and tonality 	<ul style="list-style-type: none"> • Read music from progressively complex notation • Demonstrate audience behavior appropriate for the context and style of music performed 	<ul style="list-style-type: none"> • Perform independently and in groups a repertoire of diverse genres and cultures • Continue to sing independently and in groups, both melodic and harmonized parts, adjusting to the range and timbre of the developing voice • Read music from progressively complex notation • Continue developing the singing and playing of simple melodies or rhythmic accompaniments in AB and ABA forms
Create	Create	Create	Create
<ul style="list-style-type: none"> • Recognize elements of music within a piece to create different expressive ideas • Differentiate basic structures in music composition 	<ul style="list-style-type: none"> • Compose a short melody 	<ul style="list-style-type: none"> • Demonstrate how the elements of music are used to achieve unity, variety, and balance in composition • Recognize elements of music within a piece to create different expressive ideas 	<ul style="list-style-type: none"> • Improvise original melodies and/or rhythms over given chord progressions • Improvise simple harmonic accompaniment and simple melodies • Demonstrate how the elements of music are used to achieve unity, variety, and balance in composition
Respond	Respond	Respond	Respond
<ul style="list-style-type: none"> • Explore musical elements through verbal and written responses to diverse aural prompts and lyrics • Observe the music elements in performances and formulate positive analysis of performances • Expand and utilize appropriate music terminology 	<ul style="list-style-type: none"> • Distinguish polyphony from homophony in the various periods studied in class • Students will use musical vocabulary to describe blend, posture, head voice, etc. • Identify and categorize instrumental families of the orchestra 	<ul style="list-style-type: none"> • Analyze musical elements in more detail than previous years • Students begin evaluating performances 	<ul style="list-style-type: none"> • Critique performances based on the application of the music elements • Evaluate the judgment of others based on the process of critique

Connect	Connect	Connect	Connect
<ul style="list-style-type: none"> • Listen to various types of historically and culturally based vocal and instrumental pieces of music 	<ul style="list-style-type: none"> • Students identify elements of music from different historical periods 	<ul style="list-style-type: none"> • Explore waves which create the sounds that we hear and the fundamental sound before the parameters are figured into the sound • Listen to various types of historically and culturally based vocal and instrumental pieces of music • Identify and describe roles of musicians in various music settings and cultures 	<ul style="list-style-type: none"> • Identify careers and lifelong opportunities for making music