

Scope & Sequence – Grade Eight

Term One

Allocated	Standards	Outcome	Skills	Assessment
Term One Weeks 3	1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions	-Introduce the augmented and diminished intervals concepts. -Explore simple examples (including intervals of 4a and 5d). -Introduce and practice minor chords in harmonic progressions. -Use symbols and music vocabulary for sing or play using classrooms instruments.	-Students will be able to recognise and perform the augmented and diminished intervals and perform minor chords in a harmonic progression.	-Teacher observation-evaluation -Students' performances. -Student's peer/self-assessment
1	1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.	-Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 4/4, 4/8, 2/8, 3/8, 6/8, 3/8. -Sight-read simple melodies in both the treble and bass clefs.	-Students demonstrate knowledge of a rhythmic counting system in the reading of music notation.	
2	1.3 Transcribe aural examples into rhythmic and melodic notation.	-Identify and define standard notational symbols for pitch, meter, rhythms, dynamics and tempo. -Use notational including whole, half, dotted half, quarter, eighth, sixteenth notes and rests in duple and triple meters.	-Students demonstrate knowledge of music notation and terminology through singing, playing, and listening.	
4	1.4 Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).	-Sight-read diverse melodic examples in treble or base clef. -Sight-read melodies in diverse meters. -Sight-read with accurately expression of dynamic, tempo, pitch and intonation. -Sing pitches using solfeggio.	-Students demonstrate ability to sight-read simple melodic examples with appropriate uses of music elements.	

5	1.5 Analyse and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.	-Analyse and describe through discussion the elements of music in aural examples representing genres and cultures. Demonstrate knowledge of the principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses.	-Students will be able to use their own criteria to evaluate the uses of music elements in diverse musical examples.	
6	1.6 Describe larger musical forms (e.g., symphony, tone poem).	-Introduce and analyse larger musical forms, the characteristics of composition. -Listen to diverse aural examples. -Analyse and compare similarities and differences.	-Students demonstrate the ability to recognise larger musical forms. -Demonstrate appropriate protocols of audience behaviour during a musical performance.	
7	1.7 Explain how musical elements are used to create specific music events in given aural examples.	-Listen to the uses of musical elements in diverse aural examples. -Describe specific music events (e.g., entry of instrument by name, change of meter, tempo, dynamics, key, return of refrain).	-Students demonstrate knowledge of music elements. -Able to analyse the finality of their uses.	
8	2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).	-Sing a variety of songs from diverse cultures, using acceptable tone quality and appropriate vocal range. -Respond to the conductor's cues of rhythm, tempo, and dynamics. -Sing on pitch and in rhythm with appropriate timbre, text, diction, and posture, maintaining a steady tempo a repertoire of vocal literature.	-Students develop a repertoire of music from diverse genres, styles, and historical periods.	

9	2.2 Sing music written in two, three, or four parts.	-Students sing accurately demonstrating good breath control, technical accuracy, intonation, and expression music written in two, three and four parts.	-Continue to develop and use head voice, breath support, and articulation.	
10	2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).	-Perform with expression and technical accuracy on a classroom instrument a repertoire of instrumental literature with proper posture, playing position, breath control, and bow or mallet/stick control. -Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.	-Students develop a class repertoire of varied genres, cultures, and styles and develop skills in playing classroom instruments.	
11	2.4 Compose short pieces in duple, triple, mixed, and compound meters.	-Compose short pieces using diverse meters and demonstrate the use of unity and variety or repetition and contrast. -Compose short pieces and have them performed alone, in small ensembles, or in the class. -Compose for voices or instruments.	-Students demonstrate ability to create short pieces using diverse meters and sound sources.	
11	2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and non-traditional sound sources, including digital/ electronic media.	-Arrange simple pieces for voices or instruments other than those for which the pieces were written. Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.	-Students will be able to arrange simple melodies and create new versions for an existed piece.	

12	2.6 Improvise melodic and rhythmic embellishments and variations in major keys.	<ul style="list-style-type: none">-Improvise rhythmic and melodic variations of a simple piece on major scales.-Improvise rhythms and melodies with a group.-Improvise embellishments in a simple melodic and rhythmic example.	<ul style="list-style-type: none">-Demonstrate improvisation skills by creating new variations to a simple melodic or rhythm examples.	
13	2.7 Improvise short melodies to be performed with and without accompaniment.	<ul style="list-style-type: none">-Improvise short melodies using traditional, non-traditional, or electronic sources.-Improvise using or not musical accompaniment.	<ul style="list-style-type: none">-Continue demonstrating improvisation skills by creating short melodies using diverse sound sources with or without accompaniment.	