

## **GRADE EIGHT**

### **Standards Comparison Recommendations**

#### **Music and History/Social Science State Standards**

##### **Connections**

- Identifying and discussing the various musical, artistic and literary traditions introduced in early United States history
- Analyzing, tracking, and explaining how music and other arts express and reflect the changing cultural and social values and ideas that shaped the United States historically
- Comparing and contrasting the musical, artistic and literary traditions introduced in early United States history, and analyzing the changes and developments due to regional, political, religious, social and cultural influences from the various subgroups that make up the population

##### **Suggestions**

- Discuss and create a timeline that highlights major events in American history and link them to the contemporary popular and serious musical styles, detailing characteristic aspects of both
- Discuss the difference between music that happened to be composed, published, or performed during a particular period in American history, e.g. WW II, the Civil Rights Movement, and music that was produced specifically in reaction to an historical event, citing lyrical content and/or musical characteristics
- Compare and contrast different performances of a popular American song that has been “covered” in a number of different styles, i.e. jazz, blues, country, rock, rhythm n’ blues, etc.
- Analyze a folk song that has been performed in a number of different styles that are identified as “American” but may also have their roots in another country, such as “Scarborough Fair”, “The Lion Sleeps Tonight”, or “Guantanamera,” etc.
- Change the above suggestion to have students reinterpret a Public Domain song, in order to bridge the gap between their own musical tastes and music from the “folk” repertoire

##### **When Participating In Music Activities, Students Should:**

- Perform music from various cultures and time periods
- Analyze social and cultural function of music, referring to the text to justify assertions
- Perform music from memory and from notation
- Perform music by oneself and with others
- Identify and analyze the form of a musical composition
- Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions