

<p><b>AH-M-1.1.11</b> Create and notate in similar style answers to <b>musical phrases</b>. [PE] (1.14, 2.22,2.23)</p>	<p><b>AH-M-1.1.12</b> Improvise variations on given <b>melodies</b>. [EPE] (1.14, 2.22)</p>	<p><b>AH-M-1.1.13</b> Compose and notate short pieces of music demonstrating <b>unity/variety, tension/release, and balance</b>. [EPE] (1.14, 2.22, 2.23)</p>
<p><b>AH-M-2.1.11</b> Create movement ideas that could be used to compose a dance based upon a theme, using dance elements and <b>principles of choreography</b> which include contrast and transition. [PE] (1.15, 2.22)</p>	<p><b>AH-M-2.1.12</b> Compose a dance using <b>locomotor</b> (step-hop, grapevine, polka, waltz, two-step) and <b>non-locomotor</b> movements (push, pull, rise, fall, dodge, sway) to express an idea and/or emotions. [PE] (1.15, 2.22)</p>	<p><b>AH-M-2.1.13</b> Create a group dance with 2-3 other people using <b>dance elements</b> and <b>principles of contrast</b> and <b>transition</b> using one of the following compositional forms: AB, ABA, call and response, or narrative. [EPE] (1.15, 2.22, 2.23)</p>
<p><b>AH-M-2.1.14</b> Compose a short dance (at least 32 counts) based on a <b>theme</b>. [EPE] (1.15, 2.22)</p>	<p><b>AH-M-3.1.41</b> Create a <b>script</b> that can be used in a dramatic performance. [PE] (2.22)</p>	<p><b>AH-M-3.1.42</b> Use the <b>elements of production</b> to create a dramatic work. [PE] (2.22, 2.23)</p>
<p><b>AH-M-3.1.43</b> Improvise short <b>dialogues</b> and <b>monologues</b> to describe ideas and events. [PE] (2.23, 2.24, 2.25, 2.26)</p>	<p><b>AH-M-3.1.44</b> Create a design to communicate <b>setting</b> and <b>mood</b> using music and a variety of sound sources. [PE] (2.23, 2.24, 2.25, 2.26)</p>	<p><b>AH-M-3.1.45</b> Assume <b>roles</b> that communicate aspects of a character and contribute to the action based on experience, imagination, or characters in literature, history, or script. [EPE] (1.15, 2.22, 2.23, 2.24, 2.25, 2.26)</p>

<p><b>AH-M-3.1.46</b> Create characters using the <i>elements of performance</i>. [PE] (2.22)</p>	<p><b>AH-M-3.1.47</b> Create and describe characters based upon the observation of interactions, ethical choices, and emotional responses of people. [PE] (2.22, 2.23)</p>	<p><b>AH-M-4.1.41</b> <i>Create art</i> for specific <i>purposes</i> using the <i>elements of art</i> and <i>principles of design</i> to communicate ideas. [PE] (1.13, 2.22)</p>
<p><b>AH-M-4.1.42</b> Effectively use a variety of art <i>media</i>, <i>processes</i>, and <i>subject matter</i> to communicate ideas, feelings, and experiences. [PE] (1.13, 2.22)</p>	<p><b>AH-M-1.1.21</b> Use electronic/synthesized sounds, electronic instruments, and/or computers to <i>perform</i> music. [PE](1.14, 2.22, 2.33)</p>	<p><b>AH-M-1.1.22</b> Sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly <i>complex melodies</i> and <i>rhythmic patterns</i> in treble and bass clef (with practice). [EPE] (1.14, 2.22)</p>
<p><b>AH-M-1.1.23</b> Sing familiar songs accurately and expressively. [EPE] (2.22, 1.14)</p>	<p><b>AH-M-1.1.24</b> Analyze, interpret, and evaluate the quality of own composition and performance using specific <i>musical terms</i> and <i>elements</i> to describe technical and expressive qualities. [PE] (1.14, 2.22, 2.23, 2.24, 2.25, 2.26)</p>	<p><b>AH-M-2.1.21</b> Accurately recall and reproduce a <i>dance sequence</i> at least 32 counts in length. [EPE] (1.15, 2.22, 2.23)</p>
<p><b>AH-M-2.1.22</b> Reproduce a <i>rhythmic pattern</i> by clapping, playing a rhythmic instrument, or moving. [EPE] (1.15, 2.22)</p>	<p><b>AH-M-2.1.23</b> Demonstrate and describe skills of body alignment, balance, isolation of body parts, elevation, and landing while moving. [EPE] (1.15, 2.22)</p>	<p><b>AH-M-2.1.24</b> Describe the <i>movement, dance elements</i>, and <i>steps</i> in a live or videotaped performance using appropriate dance vocabulary. [PE] (1.15, 2.23)</p>

<p><b>AH-M-2.1.25</b> Observe and critique dance by identifying <b>theme</b>, <b>dance styles</b>, <b>characteristics</b> of the style, and <b>elements of dance</b> used. [PE] (1.15, 2.23)</p>	<p><b>AH-M-1.1.31 Rhythm:</b> syncopation, time signature (6/8), asymmetrical meter (5/4), rhythmic durations (16<sup>th</sup> notes and rests, dotted notes)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-1.1.32 Tempo:</b> Allegro, Moderato, Largo</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-1.1.33 Melody:</b> phrase, cadence, bass clef sign; <b>pitch notation (notes):</b> letter names of bass clef, lines and spaces, sharps(#), flats (b); <b>key signatures:</b> up to 2 flats and 2 sharps</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-1.1.34 Harmony:</b> harmonic progression, triads (chords) based on major/minor scale patterns of whole and half steps</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-1.1.35 Form:</b> rondo, theme and variations, 1<sup>st</sup> and 2<sup>nd</sup> endings, D.C. (da capo), D.S. (dal segno), al fine, coda, coda sign</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-1.1.36 Timbre:</b> acoustic instruments, synthesized sounds, electronic instruments, voices (soprano, alto, tenor, bass), keyboards</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-1.1.37 Dynamics:</b> crescendo, decrescendo, very loud (fortissimo), very soft (pianissimo), <b>dynamic markings:</b> pp, p, mp, mf, f, ff, &lt;, &gt;</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M- 1.1.38</b> Describe the use of <b>elements</b> in musical examples. (2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-1.1.310</b> Identify and classify <b>folk</b> and <b>orchestral</b> instruments according to family. (2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-1.1.311</b> Distinguish between <b>voice parts</b> (soprano, alto, tenor, and bass). (2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-1.2.31</b> Identify and compare various <b>styles</b> and <b>functions</b> (recreational, ceremonial, and artistic expression) of music from <b>European</b> and <b>Asian</b> cultures using appropriate vocabulary. (2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>

<p><b>AH-M-1.2.32</b> Identify and compare various <i>styles</i> of music (jazz, spirituals/gospel, Broadway musicals, opera, ballads). (2.24, 2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-1.2.33</b> Analyze, interpret, and evaluate how factors such as time, place, and ideas are reflected in the music of the <i>Renaissance, Baroque, Classical, Romantic, and 20<sup>th</sup> Century</i>. (2.22, 2.23, 2.24, 2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-2.1.31</b> Recognize and discuss, using appropriate dance vocabulary, how <i>dance elements</i>: space (focus, size); time (accent, rhythmic pattern, duration); force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) are used to express thoughts, ideas, and feelings in dance. (1.15, 2.23)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-2.1.32</b> Discuss how dances are composed of a variety of <i>locomotor</i> (step-hop, grapevine, polka, waltz, two-step) and <i>non-locomotor</i> (push, pull, rise, fall, dodge, sway) movements. (1.15, 2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-2.1.33</b> Explain <i>dance movements</i> and how they differ from other movements (athletic, pedestrian). (1.15, 2.23, 2.25)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-2.1.34</b> Design a <i>warm-up exercise</i> and explain how it prepares the body for expression. (1.15, 2.22, 2.23)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-2.1.35</b> Analyze, interpret, and evaluate the use of <i>compositional forms</i> (AB, ABA, call and response, narrative) in dance. (1.15, 2.23, 2.24)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-2.1.36</b> Analyze, interpret, and evaluate the skills of <i>body alignment, balance, isolation of body parts, elevation, and landing</i>. (1.15, 2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-2.2.31</b> Discuss contributions of dance to society as both an <i>activity</i> and an <i>art form</i>. (1.15, 2.23, 2.25)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-2.2.32</b> Identify and describe <i>dances from different cultures</i> (Latin American, Caribbean), <i>purposes</i> (ceremonial - initiation; recreational - square dance, tap, social; artistic - ballet, jazz) and/or <i>styles</i>. (1.15, 2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.31</b> <i>Elements of drama</i>: plot development, rising action, turning point, falling action, suspense, theme, language, empathy, motivation, discovery</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.32</b> <i>Elements of production</i>: staging, scenery, props, lighting, sound, costumes, make-up</p> <p><i>8th Grade Assessment</i></p>

<p><b>AH-M-3.1.33</b> <i>Elements of performance</i>: breath control, diction, body alignment, control of isolated parts of the body</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.34</b> Compare and contrast the use of the <i>elements of drama</i> in a variety of works using appropriate vocabulary. (2.23, 2.24, 2.25)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.35</b> Identify <i>elements of production</i> for a scripted scene, using appropriate vocabulary. (2.23, 2.24)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-3.1.36</b> Describe, using appropriate vocabulary, how the elements of production communicate setting and mood. (2.23, 2.24)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.37</b> Describe characters' use of elements of performance, using appropriate vocabulary. (2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.38</b> Identify and describe the types of stages (arena, thrust, proscenium). (2.23, 2.24)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-3.1.39</b> Identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.310</b> Discuss the collaborative artistic processes of planning, playing, responding, and evaluating a performance. (2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.1.311</b> Compare and contrast the forms of theatre, musical theatre, TV, film, and dance using appropriate vocabulary. (2.22, 2.23)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-3.1.312</b> Relate the theme of a theatrical work to personal experiences. (2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.2.31</b> Identify the characteristics of theatrical works from different cultures, periods, and styles (Greek, Elizabethan, Modern). (2.23, 2.24, 2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-3.2.32</b> Discuss how diverse cultures, periods, and styles affect drama. (2.23, 2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>

<p><b>AH-M-4.1.31</b> Describe, analyze, and/or interpret works of art using visual art terminology. (1.13, 2.22, 2.23, 2.24)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.1.32</b> <u>Art Elements</u>: line, shape, color (tints and shades) and color groups (monochromatic), form, texture, space (positive/negative and perspective), and value (light and shadow).</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.1.33</b> <u>Principles of Design</u>: repetition, pattern, balance (symmetry/asymmetry), emphasis (focal point), contrast (light and dark), rhythm, proportion, and movement.</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-4.1.34</b> Identify and describe a variety of art media, art processes, and subject matter to communicate ideas, feelings, experiences, and stories. (1.13, 2.22, 2.23)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.1.35</b> <u>Media</u>: two dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastels</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.1.36</b> <u>Media</u>: three-dimensional - clay, papier-maché, found objects (used to produce artwork), wood, glass, metal, and stone (Properties of media need to be known in order to respond to artworks).</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-4.1.37</b> <u>Art Processes</u>: two-dimensional - painting, fabric design, printmaking, and mosaics</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.1.38</b> <u>Art Processes</u>: three-dimensional - ceramics, sculpture, and architecture</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.1.39</b> <u>Subject Matter</u>: landscape, portrait, still life, abstract, and non-objective</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-4.2.31</b> Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or styles. (1.13, 2.23, 2.24, 2.25, 2.26)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.2.32</b> <u>Purposes of Art</u> - ritual, (celebration, commemoration), imitate nature (reflect the world), expressive (personal expression), narrative (make a point)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-4.2.33</b> <u>Cultures</u> - ancient and lineage-based cultures (Near Eastern, African, European, Native American), Asian (general characteristics), and Latin American</p> <p><i>8th Grade Assessment</i></p>

<p><b>AH-M-4.2.34</b> <u>Periods</u> - Renaissance, 19th Century (Impressionism, Realism, Naturalism)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-5.1.31</b> Analyze the characters' actions, considering their situations and basic motivations. (1.2, 2.24, 2.25)</p> <p><i>8th Grade Assessment</i></p>	<p><b>AH-M-5.1.32</b> Explain how an author uses the elements of literature (plot and structure, characters, setting, point of view, language and style, and theme) to create literary work. (1.2, 2.23)</p> <p><i>8th Grade Assessment</i></p>
<p><b>AH-M-5.1.33</b> Identify characteristics of fiction and nonfiction and literary genres (folk literature, poetry, essays, plays, short stories, novels). (1.2, 2.23)</p> <p><i>8th Grade Assessment</i></p>		