

**Camden Middle School- Pacing Guide  
2014-2015 School Year  
Subject 8<sup>th</sup> Grade Band**

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 Weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p>8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.</p> <p>8.ML.1.2 Use the fundamental techniques necessary to play an instrument.</p> <p>8.ML.1.3 Interpret expressive elements, including dynamics, accents, attacks, releases, phrasing, and interpretation, while playing a varied repertoire of music with technical accuracy.</p> <p>8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4,6/8, 3/8 and alla breve time signatures.</p> <p>8.ML.2.2 Interpret through instrument standard notation</p>	<p>8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.</p> <p>8.ML.1.2 Use the fundamental techniques necessary to play an instrument.</p> <p>8.ML.1.3 Interpret expressive elements, including dynamics, accents, attacks, releases, phrasing, and interpretation, while playing a varied repertoire of music with technical accuracy.</p> <p>8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4,6/8, 3/8 and alla breve time signatures.</p> <p>8.ML.2.2 Interpret through instrument standard notation</p>	<p>8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.</p> <p>8.ML.1.2 Use the fundamental techniques necessary to play an instrument.</p> <p>8.ML.1.3 Interpret expressive elements, including dynamics, accents, attacks, releases, phrasing, and interpretation, while playing a varied repertoire of music with technical accuracy.</p> <p>8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4,6/8, 3/8 and alla breve time signatures.</p> <p>8.ML.2.2 Interpret through instrument standard notation</p>	<p>8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.</p> <p>8.ML.1.2 Use the fundamental techniques necessary to play an instrument.</p> <p>8.ML.1.3 Interpret expressive elements, including dynamics, accents, attacks, releases, phrasing, and interpretation, while playing a varied repertoire of music with technical accuracy.</p> <p>8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4,6/8, 3/8 and alla breve time signatures.</p> <p>8.ML.2.2 Interpret through instrument standard notation</p>

<p>symbols for pitch in two different clefs, using extended staves.</p> <p>8.ML.2.3 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.</p> <p>8.MR.1.1 Interpret the gestures of a conductor while playing an instrument.</p> <p>8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.</p> <p>8.MR.1.3 Evaluate performances, compositions, and musical ideas using a specified set of criteria.</p> <p>8.CR.1.2 Understand the relationships between music and concepts from other areas.</p>	<p>symbols for pitch in two different clefs, using extended staves.</p> <p>8.ML.2.3 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.</p> <p>8.MR.1.1 Interpret the gestures of a conductor while playing an instrument.</p> <p>8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.</p> <p>8.MR.1.3 Evaluate performances, compositions, and musical ideas using a specified set of criteria.</p> <p>8.CR.1.1 Understand the role of music in NC and the US in relation to history and geography.</p> <p>8.CR.1.2 Understand the relationships between music and concepts from other areas.</p> <p>8.CR.1.3 Understand laws</p>	<p>symbols for pitch in two different clefs, using extended staves.</p> <p>8.ML.2.3 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.</p> <p>8.ML.3.1 Produce simple rhythmic and melodic improvisations on pentatonic or blues scales, pentatonic melodies, and/or melodies in major keys.</p> <p>8.MR.1.1 Interpret the gestures of a conductor while playing an instrument.</p> <p>8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.</p> <p>8.MR.1.3 Evaluate performances, compositions, and musical ideas using a specified set of criteria.</p> <p>8.CR.1.2 Understand the relationships between music</p>	<p>symbols for pitch in two different clefs, using extended staves.</p> <p>8.ML.2.3 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.</p> <p>8.ML.3.2 Construct short pieces within specified guideline using a variety of traditional and non-traditional sound, notational, and 21<sup>st</sup> century technological sources.</p> <p>8.MR.1.1 Interpret the gestures of a conductor while playing an instrument.</p> <p>8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.</p> <p>8.MR.1.3 Evaluate performances, compositions, and musical ideas using a specified set of criteria.</p> <p>8.CR.1.2 Understand the relationships between music</p>
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	regarding the proper access, use, and protection of music.	and concepts from other areas.	and concepts from other areas.
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