

Music



MUSIC



K-8 General Music



Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p>Cr</p> <p>Creating</p> <p>Conceiving and developing new artistic ideas and work.</p>	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3. <ol style="list-style-type: none"> a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. b. Musicians' presentation of creative work is the culmination of a process of creation and communication. 	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. <ol style="list-style-type: none"> a. How do musicians improve the quality of their creative work? b. When is creative work ready to share?
<p>Pr</p> <p>Performing</p> <p>Realizing artistic ideas and work through interpretation and presentation.</p>	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. b. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. c. Performers make interpretive decisions based on their understanding of context and expressive intent. 5. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 6. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. How do performers select repertoire? b. How does understanding the structure and context of musical works inform performance? c. How do performers interpret musical works? 5. How do musicians improve the quality of their performance? 6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p>Re</p>	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> a. Individuals' selection of musical works is influenced by their interests, experiences, 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> a. How do individuals choose music to experience?

Responding

Understanding and evaluating how the arts convey meaning.

- 8. Interpret intent and meaning in artistic work.
- 9. Apply criteria to artistic work.

- understandings, and purposes.
- b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

- b. How does understanding the structure and context of music inform a response?
- 8. How do we discern the musical creators' and performers' expressive intent?
- 9. How do we judge the quality of musical work(s) and performance(s)?

Cn

Connecting

Relating artistic ideas and work with personal meaning and external context.

- 10. Synthesize and relate knowledge and personal experiences to make art.
- 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- 11. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

- 10. How do musicians make meaningful connections to creating, performing, and responding?
- 11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

	Creating	Performing	Responding	Connecting
Kindergarten	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. With appropriate guidance, explore, experience, and improvise musical concepts (e.g., beat, melodic contour).</p> <p>b. With appropriate guidance, explore musical features (e.g., movement, vocalizations, or instrumental accompaniments).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.</p> <p>b. With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.g., high/low, loud/soft, same/different, fast/slow).</p> <p>c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g., iconic notation).</p> <p>d. With appropriate guidance, explore musical concepts (e.g., voice quality, movement, dynamics, tempo, melodic contour).</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. With appropriate guidance, list personal musical interests.</p> <p>b. With appropriate guidance, demonstrate musical concepts (e.g., beat, melodic direction).</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. With appropriate guidance, express personal preferences in music.</p> <p>b. With appropriate guidance, explore various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. With appropriate guidance, demonstrate and choose favorite musical ideas (e.g., singing and playing instruments).</p> <p>b. With appropriate guidance, organize personal musical ideas using notation (e.g., iconic notation and/or recording technology).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performances (e.g., technique and stage presence).</p> <p>b. With appropriate guidance, use suggested strategies in rehearsal to improve expression in music.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g., mood, emotion).</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. With appropriate guidance, explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. With appropriate guidance, explore how context (e.g., social, cultural, historical) can inform a performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p>b. With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. With appropriate guidance, perform music with expression (e.g., tone, tempo).</p> <p>b. Perform appropriately for the audience and occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 1	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. With appropriate guidance, explore, experience, and improvise musical concepts (e.g., beat, melodic contour).</p> <p>b. With appropriate guidance, explore musical features (e.g., movement, vocalizations, musical instrument accompaniments).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. With appropriate guidance, demonstrate and state personal interest in varied musical selections (e.g., knowledge, purpose).</p> <p>b. With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., beat, melodic contour).</p> <p>c. With appropriate guidance, read and perform rhythmic and melodic patters using notation (e.g., traditional notation).</p> <p>d. Explore and describe musical concepts (e.g., voice quality, movement dynamics, tempo, melodic contour).</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. With appropriate guidance, list personal musical interests.</p> <p>b. With appropriate guidance, demonstrate musical concepts in various styles of music (e.g., beat, pitch).</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. With appropriate guidance, express personal preferences in music.</p> <p>b. With appropriate guidance, explore various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. With appropriate guidance, demonstrate and choose favorite musical ideas (e.g., singing, playing instruments).</p> <p>b. With appropriate guidance, organize personal musical ideas using notation (e.g., iconic notation and/or recording technology).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performance.</p> <p>b. with appropriate guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g., dynamics).</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. With appropriate guidance, explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. With appropriate guidance, explore how context (e.g., social, cultural, historical) can inform a performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p>b. With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. With appropriate guidance, perform music with expression (e.g., dynamics).</p> <p>b. Perform appropriately for the audience and occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 2	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Improvise rhythmic and melodic patterns and musical ideas (e.g., beat, meter, rhythm).</p> <p>b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g., major, minor, modal, pentatonic) and meters (e.g., duple, triple, simple, compound).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.</p> <p>b. Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., meter, tonality).</p> <p>c. Read and perform rhythmic and melodic patterns using notation.</p> <p>d. Demonstrate an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey expressive intent.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. List and explain personal musical interests.</p> <p>b. Demonstrate and identify how specific musical concepts are used in various styles of music (e.g., meter, tonality).</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Express personal preferences in music.</p> <p>b. Explore various uses of music in daily experiences (e.g., songs of celebration, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate and explain personal reasons for selecting musical ideas (e.g., patterns, ideas).</p> <p>b. Use notation to document personal or collective musical ideas (e.g., sequencing).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply personal, teacher, and peer feedback to refine performance.</p> <p>b. With an appropriate level of independence, use suggested strategies in rehearsal to address interpretive challenges of music.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Demonstrate knowledge of expressive attributes, and how they support creators'/performers' expressive intent (e.g., tempo, dynamics, mood, emotion).</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Explore how context (e.g., social, cultural, historical) can inform performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. Interpret and apply personal, peer, and teacher feedback to revise personal music.</p> <p>b. Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Perform music with appropriate expression and technique (e.g., posture, tone, breath support).</p> <p>b. Perform appropriately for the audience and occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Apply teacher-provided criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 3	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Improvise rhythmic and melodic ideas (e.g., beat, meter, rhythm)</p> <p>b. Generate musical ideas (e.g., rhythms, melodies) within specified tonality and/or meter.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p>b. Demonstrate understanding of the form in music selected for performance.</p> <p>c. Red and perform rhythmic patterns and melodic phrases using notation.</p> <p>d. Demonstrate an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey intent.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.</p> <p>b. Demonstrate and explain how musical concepts and contexts affect responses to music (e.g., personal, social).</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Identify pieces of music that are important to your family.</p> <p>b. Explore various uses of music in daily experiences (e.g., songs of celebrations, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate selected musical ideas for a simple improvisation or composition.</p> <p>b. Use notation to document personal or collective rhythmic and melodic musical ideas (e.g., sequencing).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply teacher-provided feedback and collaboratively-developed criteria and feedback to evaluate performance.</p> <p>b. With an appropriate level of independence, rehearse to refine technique, expression, and identified performance challenges.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Demonstrate knowledge of expressive attributes, and how they support creators'/performers' expressive intent.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how context (e.g., social, cultural, historical) can inform performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate and revise personal musical ideas.</p> <p>b. Present the final version of personally or collectively created music to others and explain your creative process.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Perform music with appropriate expression and technique (e.g., mallet placement).</p> <p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 4	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, tonality).</p> <p>b. Generate musical ideas (e.g., rhythms, melodies, simple accompaniment patterns) within related tonalities (e.g., major, minor) and meters.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p>b. Demonstrate understanding of the form in music selected for performance.</p> <p>c. Read and perform using notation (e.g., syncopation).</p> <p>d. Demonstrate an understanding of musical concepts (e.g., physical, verbal, written responses) and how creators use them to convey expressive intent.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.</p> <p>b. Demonstrate and explain how musical concepts and contexts affect responses to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Identify pieces of music that are important to your family or cultural heritage.</p> <p>b. Describe the roles and impact various music plays in your life and the lives of others.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.</p> <p>b. Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g., chords).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p> <p>b. With an appropriate level of independence, rehearse to refine technique, expression, and identified performance challenges.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Demonstrate and describe expressive attributes, and how they support creators'/performers' expressive intent.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how context (e.g., social, cultural, historical) can inform a performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.</p> <p>b. Present the final version of personally or collectively created music to others and explain your creative process.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Perform music with appropriate expression, technique, and interpretation.</p> <p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 5	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, tonality).</p> <p>b. Generate musical ideas (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, meters, and simple chord changes.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p>b. Demonstrate understanding of the form in music selected for performance.</p> <p>c. Read and perform using notation (e.g., syncopations).</p> <p>d. Demonstrate an understanding of musical concepts (e.g., physical, verbal, written responses) and how creators use them to convey expressive intent.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.</p> <p>b. Demonstrate and explain how musical concepts and contexts affect responses to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Explain why particular pieces of music are important to your family or cultural heritage.</p> <p>b. Describe the roles and impact various music plays in your life and the lives of others.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions.</p> <p>b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g., chords).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p> <p>b. With an appropriate level of independence, rehearse to refine technique, expression, and identified performance challenges.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Demonstrate and describe expressive attributes, and how they support creators'/performers' expressive intent.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how context (e.g., social, cultural, historical) can inform a performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from your teacher.</p> <p>b. Present the final version of personally or collectively created music to others and explain your creative process.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Perform music with appropriate expression, technique, and interpretation.</p> <p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 6	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g., AB, ABA, rondo, theme and variations, etc.).</p> <p>b. Generate musical ideas (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Select music to perform using teacher-provided criteria.</p> <p>b. Demonstrate understanding of the form in music selected for performance.</p> <p>c. Read and perform using notation (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to expressive intent (e.g., context).</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. Demonstrate and explain how musical concepts and context affect responses to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Explain why particular pieces of music are important to your family or cultural heritage.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate selected and developed ideas for improvisations, arrangements, or compositions (e.g., with defined beginning, middle, and ending).</p> <p>b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g., chords).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p> <p>b. With an appropriate level of independence, rehearse to refine technique, expression, and identified performance challenges.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Demonstrate and describe expressive attributes, and context, and how they support creators'/performers' expressive intent.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and describe how context (e.g., social, cultural, historical) can inform a performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from your teacher.</p> <p>b. Present the final version of personally or collectively created music to others and explain your creative process.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Perform music with appropriate expression, technique, interpretation.</p> <p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 7	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Improvise rhythmic, melodic, and harmonic phrases within a specified form (e.g., AB, ABA, rondo, theme and variations, etc.).</p> <p>b. Generate coherent musical ideas (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Select music to perform using teacher-provided criteria and explain reasons for choices.</p> <p>b. Demonstrate understanding of the form in music selected for performance.</p> <p>c. Read and perform using notation (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to expressive intent in various music.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (e.g., personal, social).</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Identify examples of how music helps to create a sense of identity, community, and solidarity.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., with unity and variety).</p> <p>b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p> <p>b. With an appropriate level of independence, rehearse to refine technique, expression, and identified performance challenges.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Classify and describe expressive attributes and context, and how they support creators'/performers' expressive intent.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and explain how context (e.g., social, cultural, historical) can inform a performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (e.g., teacher, peers).</p> <p>b. Present the final version of your documented personally or collectively created music to others and explain your creative process and intent.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Perform music with appropriate expression, technique, and interpretation.</p> <p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Apply collaboratively-developed criteria to evaluate musical works and performances.</p>	



	Creating	Performing	Responding	Connecting
Grade 8	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas within expanded forms (e.g., introductions, transitions, codas, etc.).</p> <p>b. Generate coherent musical ideas (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Select music to perform using personally-developed criteria and explain reasons for choices.</p> <p>b. Compare and contrast the form in music selected for performance.</p> <p>c. Read and perform using notation (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to expressive intent in various music.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Explain how music helps to create a sense of identity, community, and solidarity.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., vocal, variety, balance, tension/release).</p> <p>b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply personally and/or collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p> <p>b. With an appropriate level of independence, rehearse to refine technique, expression, and identified performance challenges.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Classify and describe expressive attributes and context, and how they support creators'/performers' expressive intent.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and explain how context (e.g., social, cultural, historical) can inform a performance.</p>
	<p>3. Refine and Complete Artistic Work</p> <p>a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (e.g., teacher, peers).</p> <p>b. Present the final version of your documented personally or collectively created music to others and explain your creative process and intent.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Perform music with appropriate expression, technique, and interpretation.</p> <p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Apply personally and/or collaboratively-developed criteria to evaluate musical works and performances.</p>	

