Arkansas Fine Arts

Music Lab I-IV

Creating

1 Imagine: Students will generate and conceptualize artistic ideas and work.

1 I can generate melodic, rhythmic, and harmonic ideas for simple melodies. G

2 I can generate melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions. H

3 I can generate melodic, rhythmic, and harmonic ideas for improvisations, compositions, and three-or-more-chord accompaniments in a variety of patterns. I

4 I can generate melodic, rhythmic, and harmonic ideas for a collection of compositions, improvisations in several different styles, and stylistically appropriate harmonization for given melodies. J

2 Plan and Make: Students will refine and complete artistic work.

1 I can document drafts of simple melodic, rhythmic, and harmonic ideas for simple melodies. G

2 I can document drafts of melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions. H

3 I can document melodic, rhythmic, and harmonic ideas for improvisations, compositions, and three-or-more-chord accompaniments in a variety of patterns. I

4 I can document melodic, rhythmic, and harmonic ideas for a collection of compositions, improvisations in several different styles, and stylistically appropriate harmonization for given melodies. J

3 Students will select, analyze, and interpret artistic work for presentation.

1 Evaluate and Refine: Students will evaluate and refine selected musical ideas to create musical CR.3.1 work that meets appropriate criteria.

1 I can apply teacher-provided criteria to critique and refine drafts of simple melodic, rhythmic, and harmonic ideas for simple melodies. G

2 I can apply teacher-provided criteria to critique and refine drafts of melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions. H

3 I can develop and apply criteria to critique and refine melodic, rhythmic, and harmonic ideas for improvisations, compositions, and three-or-more-chord accompaniments in a variety of patterns. I

4 I can develop and apply criteria to critique and refine melodic, rhythmic, and harmonic ideas for a collection of compositions, improvisations in several different styles, and stylistically appropriate harmonization for given melodies. J

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2 Share: Students will share creative musical work that conveys intent, demonstrates artistry, and exhibits originality.

1 I can share final versions of simple melodic, rhythmic, and harmonic ideas for simple melodies. G

2 I can share final versions of melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions. H

3 I can share final versions of melodic, rhythmic, and harmonic ideas for improvisations, compositions, and three-or-more-chord accompaniments in a variety of patterns. I

4 I can share final versions of melodic, rhythmic, and harmonic ideas for a collection of compositions, improvisations in several different styles, and stylistically appropriate harmonization for given melodies. J

Performing

4 Students will select, analyze, and interpret artistic work for presentation.

1 Select: Students will select musical works to present based on interest, knowledge, technical skills, and context.

1 I can select, with guidance, passages, excerpts, or sections of a musical work, based on interest, music-reading skill, and technical skill for a potential performance. G

2 I can select, with limited guidance, varied repertoire based on interest, music-reading skills, and technical skill for a potential performance. H

3 I can explain the manner in which self-selected music addresses the music-reading skill and technical skill for a potential performance. I

4 I can develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. J

2 Interpret: Students will interpret musical works based on elements of music and expressive qualities.

1 I can identify, with guidance, the elements of music and their purpose within a musical work. G

2 I can identify and interpret, with guidance, expressive elements in a varied repertoire of music in preparation for performance. H

3 I can demonstrate understanding and application of expressive qualities in a varied repertoire of music through performance. I

4 I can analyze, document, and demonstrate the manner in which a composer employs the elements of music and context to interpret the composer's intent for performance. J

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5 Students will develop and refine artistic techniques and work for presentation.

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1. Read: Students will read music notation.
    1. I can read and play, alone and with others, basic music notation based on appropriate time signatures. G
    2. I can read and/or sight read alone and with others, increasingly complex music notation based on appropriate time signatures, key signatures, symbols, and terminology H
    3. I can read and/or sight read, alone and with others, advanced music notation based on appropriate time signatures, key signatures, symbols, and terminology in various languages. I
    4. I can read and/or sight read, alone and with others, increasingly advanced music notation based on appropriate time signatures, key signatures, symbols, terminology in various languages, and non-traditional notation. J
2. Rehearse and Refine: Students will refine proper technique.
    1. I can apply teacher-provided criteria to critique individual performances of a varied repertoire of music and apply practice strategies to address performance challenges and refine techniques. G
    2. I can apply teacher-provided criteria to critique individual and small group performances of a varied repertoire of music in a variety of patterns and apply rehearsal strategies to address performance challenges and refine techniques. H
    3. I can develop and apply criteria to critique individual and small group performances of a varied repertoire of music in a variety of styles, and create rehearsal strategies to address performance challenges and refine techniques. I
    4. I can develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine techniques. J

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6. **Present: Students will convey meaning through the presentation of artistic work.**
    1. I can play expressively with attention to dynamics, phrasing, and articulation, using correct technique. G
    2. I can exhibit proper etiquette in rehearsal, performance, and audience settings. G
    3. I can demonstrate attention to technical accuracy and expressive elements in performance across a varied repertoire of music, using correct technique. H
    4. I can exhibit proper etiquette in rehearsal, performance, and audience settings. H
    5. I can demonstrate consistent attention to technical accuracy and expressive elements in performance across a varied repertoire of increasingly complex music, representing diverse cultures and styles, using correct technique while relating to particular audiences. I
    6. I can exhibit proper etiquette in rehearsal, performance, and audience settings. I
    7. I can demonstrate mastery of the technical demands and expressive elements across a varied repertoire of complex music, representing diverse cultures and styles and using correct technique while relating to particular audiences. J

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8 I can exhibit proper etiquette in rehearsal, performance, and audience settings. J

Responding

7 Select and Analyze: Students will convey meaning through the presentation of artistic work.

1 I can identify reasons for selecting music based on personal interest and characteristics of the music. G

2 I can explain reasons for selecting music, citing characteristics of the music and connections to interest, purpose, and context. H

3 I can use provided criteria to justify choices made when selecting music. I

4 I can use research and provided criteria to justify choices made when selecting music by citing knowledge of the music and the specified purpose and context. J

8 Interpret: Students will interpret intent and meaning in artistic work.

1 I can identify elements of music, interests, purpose, and context in a selected work. G

2 I can analyze elements of music, interests, purpose, and context in a selected work. H

3 I can develop criteria to use when analyzing music, based on elements of music, interests, purpose, and context. I

4 I can support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, setting of the text, and varied researched sources. J

9 Evaluate: Students will apply criteria to evaluate artistic work.

1 I can establish collaboratively generated criteria to evaluate musical selections. G

2 I can establish personally developed criteria to evaluate musical selections based on experiences, analysis, and the context of a musical work. H

3 I can evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. I

4 I can evaluate works and performances based on research, as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context. J

Connecting

10 Synthesize: Students will synthesize and relate knowledge and personal experiences to make art.

1 I can explain how personal experiences, knowledge, and skills influence musical performances. G

2 I can connect personal knowledge, skills, and experiences to musical performances. H

3 I can evaluate the quality of a musical performance using personal knowledge, skills, and experiences that convey the composer's intent. I

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4 I can defend my interpretation of a musical work that conveys the composer's intent. J

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11 Relate: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1 I can identify connections between musical works and other art forms and contexts. G

2 I can evaluate connections between musical works and other art forms and contexts. H

3 I can identify the historical and cultural relationships between music and other disciplines. I

4 I can classify a piece of music in respect to time period, region, or culture. J