

Music: Beginning Chorus - Grades 6-8

Adopted 2018

Creating

- 1 Generate and conceptualize musical ideas and works.** MSBC.CR.1
 - a Improvise rhythmic patterns in duple meter and melodic patterns in major tonality. MSBC.CR.1.A
 - b Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). MSBC.CR.1.B
 - c Create physical movements for warm-ups and repertoire to distinguish various musical ideas. MSBC.CR.1.C
 - d Set short poetic phrases and texts to music. MSBC.CR.1.D
 - e Compose 4 measure melodies in major tonality and duple meter within the range of a fifth, beginning, and ending on tonic. MSBC.CR.1.E
- 2 Organize, develop, and revise musical ideas and works.** MSBC.CR.2
 - a Share improvised, composed, and/or arranged pieces. MSBC.CR.2.A
 - b Refine improvised or composed pieces using teacher-created criteria. MSBC.CR.2.B

Performing

- 1 Analyze, interpret, and select musical works for presentation.** MSBC.PR.1
 - a Utilize a rhythmic and melodic system to read and sing music appropriate to ability. MSBC.PR.1.A
 - b Identify basic music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. MSBC.PR.1.B
 - c Notate simple rhythms and melodies from aural examples utilizing a dictation method. MSBC.PR.1.C
 - d Read and notate music using available technology. MSBC.PR.1.D
- 2 Develop and refine musical techniques and works for presentation.** MSBC.PR.2
 - a Demonstrate appropriate singing posture and breathing techniques. MSBC.PR.2.A
 - b Identify basic vocal anatomy. MSBC.PR.2.B
 - c Identify aspects of vocal range and tone. MSBC.PR.2.C
 - d Identify aspects of vocal change, as reflected in physiological changes affecting range and tone. MSBC.PR.2.D

- e Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. [MSBC.PR.2.E](#)
 - f Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts. [MSBC.PR.2.F](#)
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3 Convey meaning through the presentation of musical works. [MSBC.PR.3](#)

- a Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music. [MSBC.PR.3.A](#)
 - b Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique. [MSBC.PR.3.B](#)
 - c Sing selected music from memory for public performance at least twice per year. [MSBC.PR.3.C](#)
 - d Exhibit appropriate rehearsal and performance etiquette. [MSBC.PR.3.D](#)
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Responding

1 Perceive, analyze, and interpret meaning in musical works. [MSBC.RE.1](#)

- a Identify and describe components of a musical score (e.g. title, composer, vocal line, measure, system). [MSBC.RE.1.A](#)
 - b Listen to and describe the elements of a musical performance, including form, voicing, and dynamic contrast. [MSBC.RE.1.B](#)
 - c Describe the emotions and thoughts that music conveys. [MSBC.RE.1.C](#)
 - d Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed), are important to a performance. [MSBC.RE.1.D](#)
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2 Apply criteria to evaluate musical works. [MSBC.RE.2](#)

- a Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [MSBC.RE.2.A](#)
 - b Reflect on the nature of rehearsal and performance in music through discussion and writing. [MSBC.RE.2.B](#)
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Connecting

1 Synthesize and relate knowledge and personal experiences to make music. [MCBC.CN.1](#)

- a Discuss how music relates to personal development and enjoyment of life. [MCBC.CN.1.A](#)
 - b Describe how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music. [MCBC.CN.1.B](#)
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2 Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding. [MCBC.CN.2](#)

- a Identify historical and cultural characteristics of a varied repertoire, including world music. [MCBC.CN.2.A](#)

- b** Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. **MCBC.CN.2.B**
- c** Identify the historical period, composer, culture, and style of music presented in class. **MCBC.CN.2.C**
- d** Discuss the relationships between the music being studied and world events, history, and culture. **MCBC.CN.2.D**
- e** Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **MCBC.CN.2.E**