Georgia Fine Arts

Music: Grade 8

Adopted 2018

Beginning Band

Creating

1. Improvise, compose, and arrange music within specified guidelines. MSBB.CR.1
    a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). MSBB.CR.1.A
    b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). MSBB.CR.1.B
    c. Refine improvised or composed pieces using teacher-created criteria. MSBB.CR.1.C

Performing

1. Sing alone or with others. MSBB.PR.1
    a. Sing to recognize fundamentals of tone production. MSBB.PR.1.A
    b. Sing to match pitch. MSBB.PR.1.B
2. Perform on instruments through a varied repertoire of music, alone and with others. MSBB.PR.2
    a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). MSBB.PR.2.A
    b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). MSBB.PR.2.B
    c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). MSBB.PR.2.C
    d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. MSBB.PR.2.D
    e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. MSBB.PR.2.E

Skip to main content

3. Read and identify elements of notated music. MSBB.PR.3
    a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). MSBB.PR.3.A
    b. Define and describe the musical terms incorporated in the literature and identify key signatures. MSBB.PR.3.B
    c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure. MSBB.PR.3.C

Responding

1. Listen to, analyze, and describe music. MSBB.RE.1
    a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). MSBB.RE.1.A
    b. Compare and contrast musical works based on genre and culture. MSBB.RE.1.B
2. Respond to music and music performances of themselves and others. MSBB.RE.2
    a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). MSBB.RE.2.A
    b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, and improvisations). MSBB.RE.2.B
    c. Compile a list of strengths and weaknesses in performances and suggest areas of improvement using self-reflection and peer feedback. MSBB.RE.2.C
    d. Identify the interpretations in a band performance in relation to the expressive intent of the composer. MSBB.RE.2.D
    e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance. MSBB.RE.2.E

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. MSBB.CN.1
    a. Describe the relationship between music and other arts. MSBB.CN.1.A
    b. Describe the relationship between music and other disciplines. MSBB.CN.1.B
    c. Identify genres, styles, and composers within specific time periods. MSBB.CN.1.C
    d. Describe the relationship between music and musicians, and society and culture. MSBB.CN.1.D

Intermediate Band **Creating**

Skip to main content

1. Improvise, compose, and arrange music within specified guidelines. MSIB.CR.1
    a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). MSIB.CR.1.A
    b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). MSIB.CR.1.B
    c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. MSIB.CR.1.C
    d. Refine improvised or composed pieces using student or teacher-created criteria. MSIB.CR.1.D

Performing

1. Sing alone or with others. MSIB.PR.1
    a. Sing to recognize fundamentals of tone production. MSIB.PR.1.A
    b. Sing to match pitch. MSIB.PR.1.B
    c. Sing to reinforce breathing, use of the air stream. MSIB.PR.1.C
2. Perform on instruments through a varied repertoire of music, alone and with others. MSIB.PR.2
    a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). MSIB.PR.2.A
    b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises). MSIB.PR.2.B
    c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette). MSIB.PR.2.C
    d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. MSIB.PR.2.D
    e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. MSIB.PR.2.E
3. Read and identify elements of notated music. MSIB.PR.3
    a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures. MSIB.PR.3.A
    b. Interpret the musical terms incorporated in the literature. MSIB.PR.3.B
    c. Demonstrate an understanding of simple and compound meters and rhythmic patterns through a systematic counting procedure. MSIB.PR.3.C

Responding

Skip to main content

1. Listen to, analyze, and describe music. MSIB.RE.1
    a. Relate the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance. MSIB.RE.1.A
    b. Distinguish characteristics of a specific work based on genre and/or culture. MSIB.RE.1.B
    c. Tune instrument with a tuner (e.g. electronic device) for the appropriate range of the instrument. MSIB.RE.1.C
2. Respond to music and music performances. MSIB.RE.2
    a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such. MSIB.RE.2.A
    b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement. MSIB.RE.2.B
    c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer. MSIB.RE.2.C
    d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance. MSIB.RE.2.D

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. MSIB.CN.1
    a. Discuss the relationship between music and other arts. MSIB.CN.1.A
    b. Discuss the relationship between music and other disciplines. MSIB.CN.1.B
    c. Discuss genres, styles, and composers within specific time periods. MSIB.CN.1.C
    d. Discuss the relationship between music and musicians, society, and culture. MSIB.CN.1.D

Advanced Band

Creating

1. Improvise, compose, and arrange music within specified guidelines. MSAB.CR.1
    a. Improvise, compose, and perform rhythmic patterns (e.g. clapping, singing, playing an instrument). MSAB.CR.1.A
    b. Improvise, compose, and perform a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale) using traditional notations which incorporate use of dynamics. MSAB.CR.1.B
    c. Refine improvised or composed pieces using student-created criteria. MSAB.CR.1.C

Performing

Skip to main content

1. Sing alone or with others. MSAB.PR.1
    a. Sing to reinforce fundamentals of tone production. MSAB.PR.1.A
    b. Sing to develop the ability to match major, minor, and perfect intervals. MSAB.PR.1.B
    c. Sing to reinforce breathing, use of the air stream, and quality of sound. MSAB.PR.1.C
    d. Vocalize rhythms through counting and sing diatonic melodies in advanced literature. MSAB.PR.1.D
2. Perform on instruments through a varied repertoire of music, alone and with others. MSAB.PR.2
    a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, vibrato [when appropriate], appropriate percussion technique). MSAB.PR.2.A
    b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises). MSAB.PR.2.B
    c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette). MSAB.PR.2.C
    d. Develop a strong understanding of the complex and compound rhythms, multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music studied. MSAB.PR.2.D
    e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. MSAB.PR.2.E
    f. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. MSAB.PR.2.F
3. Read and identify elements of notated music. MSAB.PR.3
    a. Apply an understanding of the compound and complex counting systems to read music at the advanced middle school level. MSAB.PR.3.A
    b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. MSAB.PR.3.B
    c. Analyze compositional elements (e.g. musical terms, key signatures, tonality and form) in the study of music. MSAB.PR.3.C

Responding

Skip to main content

1. Listen to, analyze, and describe music. MSAB.RE.1
    a. Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. MSAB.RE.1.A
    b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by listening, analyzing, and making the appropriate modifications. MSAB.RE.1.B
    c. Tune instrument without the use of a tuner or electronic device and maintain relative intonation in a two-octave register. MSAB.RE.1.C
    d. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. MSAB.RE.1.D
2. Respond to music and music performances. MSAB.RE.2
    a. Assess musical elements (e.g. tone, intonation, blend, balance, melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. MSAB.RE.2.A
    b. Distinguish the factors which are used to evaluate the effectiveness of a performance. MSAB.RE.2.B
    c. Analyze and evaluate specific musical works and styles heard through recorded or live performance using appropriate terminology. MSAB.RE.2.C
    d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance. MSAB.RE.2.D

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. MSAB.CN.1
    a. Analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. MSAB.CN.1.A
    b. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, or styles at the highest level of music performance. MSAB.CN.1.B

Jazz

Creating

1. Improvise, compose, and arrange music within specified guidelines. MSJB.CR.1
    a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). MSJB.CR.1.A
    b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). MSJB.CR.1.B
    c. Refine improvised or composed pieces using teacher-created criteria. MSJB.CR.1.C

Skip to main content

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1. Sing alone or with others. MSJB.PR.1
    a. Sing to recognize fundamentals of tone production. MSJB.PR.1.A
    b. Sing to match pitch. MSJB.PR.1.B
2. Perform on instruments through a varied repertoire of music, alone and with others. MSJB.PR.2
    a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). MSJB.PR.2.A
    b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). MSJB.PR.2.B
    c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). MSJB.PR.2.C
    d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. MSJB.PR.2.D
    e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. MSJB.PR.2.E
3. Read and identify elements of notated music. MSJB.PR.3
    a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). MSJB.PR.3.A
    b. Define and describe the musical terms incorporated in the literature and identify key signatures. MSJB.PR.3.B
    c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure. MSJB.PR.3.C

Responding

1. Listen to, analyze, and describe music. MSJB.RE.1
    a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). MSJB.RE.1.A
    b. Compare and contrast musical works based on genre and culture. MSJB.RE.1.B

Skip to main content

2. Respond to music and music performances of themselves and others. MSJB.RE.2
    a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). MSJB.RE.2.A
    b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations). MSJB.RE.2.B
    c. Using self-reflection and peer feedback, compile a list of strengths and weaknesses in performances and suggest areas of improvement. MSJB.RE.2.C
    d. Identify the interpretations in a band performance in relation to the expressive intent of the composer. MSJB.RE.2.D
    e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance. MSJB.RE.2.E

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. MSJB.CN.1
    a. Describe the relationship between music and other arts. MSJB.CN.1.A
    b. Describe the relationship between music and other disciplines. MSJB.CN.1.B
    c. Identify genres, styles, and composers within specific time periods. MSJB.CN.1.C
    d. Describe the relationship between music and musicians, society and culture. MSJB.CN.1.D

Beginning Chorus

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

Skip to main content

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
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

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

Skip to main content

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

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
2. Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding. MSBC.CN.2
    a. Identify historical and cultural characteristics of a varied repertoire, including world music. MSBC.CN.2.A
    b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. MSBC.CN.2.B
    c. Identify the historical period, composer, culture, and style of music presented in class. MSBC.CN.2.C
    d. Discuss the relationships between the music being studied and world events, history, and culture. MSBC.CN.2.D
    e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. MSBC.CN.2.E

Intermediate Chorus

Creating

1. Generate and conceptualize musical ideas and works. MSIC.CR.1
    a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonality. MSIC.CR.1.A
    b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). MSIC.CR.1.B
    c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas MSIC.CR.1.C
    d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions. MSIC.CR.1.D
    e. Set short poetic phrases and texts to music. MSIC.CR.1.E
    f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning, and ending on tonic. MSIC.CR.1.F

Skip to main content

2. Organize, develop, and revise musical ideas and works. MSIC.CR.2
    a. Share improvised, composed, and/or arranged pieces. MSIC.CR.2.A
    b. Refine improvised or composed pieces using teacher- or student-created criteria. MSIC.CR.2.B

Performing

1. Analyze, interpret, and select musical works for presentation. MSIC.PR.1
    a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. MSIC.PR.1.A
    b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. MSIC.PR.1.B
    c. Notate rhythms and melodies from aural examples utilizing a dictation method. MSIC.PR.1.C
    d. Read and notate music using available technology. MSIC.PR.1.D
2. Develop and refine musical techniques and works for presentation. MSIC.PR.2
    a. Demonstrate appropriate singing posture and breathing techniques. MSIC.PR.2.A
    b. Identify vocal anatomy. MSIC.PR.2.B
    c. Identify aspects of vocal range and tone. MSIC.PR.2.C
    d. Identify aspects of vocal changes, as reflected in physiological changes affecting range and tone. MSIC.PR.2.D
    e. Demonstrate pure vowel sounds, and articulate voiced and unvoiced consonants. MSIC.PR.2.E
    f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in two or more vocal parts. MSIC.PR.2.F
3. Convey meaning through the presentation of musical works. MSIC.PR.3
    a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles. MSIC.PR.3.A
    b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique. MSIC.PR.3.B
    c. Sing selected music from memory for public performance at least twice per year. MSIC.PR.3.C
    d. Exhibit appropriate rehearsal and performance etiquette. MSIC.PR.3.D

Responding

Skip to main content

1. Perceive, analyze, and interpret meaning in musical works. MSIC.RE.1
    a. Explain and describe components of a musical score (e.g. title, composer, vocal line, measure, system). MSIC.RE.1.A
    b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. MSIC.RE.1.B
    c. Discuss the emotions and thoughts that music conveys. MSIC.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. MSIC.RE.1.D
2. Apply criteria to evaluate musical works. MSIC.RE.2
    a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. MSIC.RE.2.A
    b. Reflect on the nature of rehearsal and performance in music through discussion and writing. MSIC.RE.2.B

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. MSIC.CN.1
    a. Discuss how music relates to personal development and enjoyment of life. MSIC.CN.1.A
    b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music. MSIC.CN.1.B
    c. Demonstrate literacy skills through reading and discussing musical settings of varied literature. MSIC.CN.1.C
2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. MSIC.CN.2
    a. Discuss historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines. MSIC.CN.2.A
    b. Describe and demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. MSIC.CN.2.B
    c. Identify the historical period, composer, culture, and style of music presented in class. MSIC.CN.2.C
    d. Discuss the relationship between the music being studied and world events, history, and culture. MSIC.CN.2.D
    e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. MSIC.CN.2.E

Advanced Chorus **Creating**

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1. Generate and conceptualize musical ideas and works. MSAC.CR.1
    a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. MSAC.CR.1.A
    b. Improvise variations of melodic phrases found in a varied repertoire of music. MSAC.CR.1.B
    c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). MSAC.CR.1.C
    d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. MSAC.CR.1.D
    e. Arrange and perform existing songs by making creative decisions regarding tempo, dynamics, text, stress, and style, and justify those creative decisions. MSAC.CR.1.E
    f. Set short poetic phrases and texts to music. MSAC.CR.1.F
    g. Compose four-measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic. MSAC.CR.1.G
2. Organize, develop, and revise musical ideas and works. MSAC.CR.2
    a. Share improvised, composed, or arranged pieces. MSAC.CR.2.A
    b. Refine improvised or composed pieces using student-created criteria. MSAC.CR.2.B

Performing

1. Analyze, interpret, and select musical works for presentation. MSAC.PR.1
    a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. MSAC.PR.1.A
    b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. MSAC.PR.1.B
    c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. MSAC.PR.1.C
    d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. MSAC.PR.1.D

Skip to main content

2. Develop and refine musical techniques and works for presentation. MSAC.PR.2
    a. Describe and explain appropriate singing posture and breathing techniques to support a clear and free tone. MSAC.PR.2.A
    b. Describe vocal anatomy. MSAC.PR.2.B
    c. Discuss aspects of vocal range and tone. MSAC.PR.2.C
    d. Describe and explain aspects of vocal change, as reflected in physiological changes affecting range and tone. MSAC.PR.2.D
    e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. MSAC.PR.2.E
    f. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more parts. MSAC.PR.2.F
3. Convey meaning through the presentation of musical works. MSAC.PR.3
    a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles. MSAC.PR.3.A
    b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique. MSAC.PR.3.B
    c. Sing selected music from memory for public performance at least twice per year. MSAC.PR.3.C
    d. Exhibit appropriate rehearsal and performance etiquette. MSAC.PR.3.D

Responding

1. Perceive, analyze, and interpret meaning in musical works. MSAC.RE.1
    a. Analyze and describe components of a musical score (e.g. voicing, form, style, phrasing). MSAC.RE.1.A
    b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. MSAC.RE.1.B
    c. Discuss the emotions and thoughts that music conveys. MSAC.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. MSAC.RE.1.D
2. Apply criteria to evaluate musical works. MSAC.RE.2
    a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. MSAC.RE.2.A
    b. Reflect on the nature of rehearsal and performance in music through discussion and writing. MSAC.RE.2.B

Skip to main content

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1. Synthesize and relate knowledge and personal experiences to make music. MSAC.CN.1
    - 1a. Discuss how music relates to personal development and enjoyment of life. MSAC.CN.1A
    - 1b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. MSAC.CN.1B
    - 1c. Demonstrate literacy skills through reading and discussing musical settings of varied literature. MSAC.CN.1C
2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. MSAC.CN.2
    - a. Analyze historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines. MSAC.CN.2.A
    - b. Analyze stylistic characteristics of a varied repertoire including world music through vocal performance. MSAC.CN.2.B
    - c. Analyze historical period, composer, culture, and style of music presented in class. MSAC.CN.2.C
    - d. Discuss the relationship between music, world events, history, and culture. MSAC.CN.2.D
    - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. MSAC.CN.2.E

General Music - 8th Grade

Creating

1. Improvise melodies, variations, and accompaniments. MSGM8.CR.1
    - a. Improvise simple harmonic accompaniments (e.g. I, IV, V, V7 chords). MSGM8.CR.1.A
    - b. Improvise melodic embellishments and simple rhythmic and melodic variations. MSGM8.CR.1.B
    - c. Improvise short melodies, unaccompanied and with existing accompaniments, while depicting given styles, meters, and tonalities. MSGM8.CR.1.C
2. Compose and arrange music within specified guidelines. MSGM8.CR.2
    - a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. MSGM8.CR.2.A
    - b. Arrange simple pieces of music within specified guidelines (e.g. AB, ABA, theme and variations, rondo, coda, other expanded forms). MSGM8.CR.2.B
    - c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging music. MSGM8.CR.2.C

Performing

Skip to main content

1. Sing a varied repertoire of music, alone and with others. MSGM8.PR.1
    a. Sing accurately, with good breath control and attention to tone quality throughout the vocal range. MSGM8.PR.1.A
    b. Sing with expression and technical accuracy in unison and simple harmonic settings. MSGM8.PR.1.B
    c. Sing music of diverse genres and cultures, with appropriate representation of cultural style. MSGM8.PR.1.C
2. Perform a varied repertoire of music on instruments, alone and with others. MSGM8.PR.2
    a. Perform on at least one instrument accurately and independently, alone and/or in a small or large ensemble, with appropriate posture, playing position, technique, and expression. MSGM8.PR.2.A
    b. Play by ear simple rhythms, melodies, and harmonic accompaniments. MSGM8.PR.2.B
    c. Perform music of diverse genres and cultures with appropriate representation of cultural style. MSGM8.PR.2.C
3. Read and Notate music. MSGM8.PR.3
    a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation). MSGM8.PR.3.A
    b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests). MSGM8.PR.3.B
    c. Sight read simple melodies in treble clef. MSGM8.PR.3.C
    d. Identify bass clef notation. MSGM8.PR.3.D
    e. Use standard notation or digital software to record their musical ideas and the musical ideas of others. MSGM8.PR.3.E

Responding

1. Listen to, analyze, and describe music. MSGM8.RE.1
    a. Recognize and describe musical events in an aural example using appropriate musical terminology (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations, hi/low, upward/downward, forte/piano/mezzo/fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor, step, skip, repeat, leap, dark/bright, unison/harmony). MSGM8.RE.1.A
    b. Aurally distinguish between various ensembles. MSGM8.RE.1.B
    c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. MSGM8.RE.1.C
    d. Aurally identify tonal center. MSGM8.RE.1.D
    e. Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g. special instruments, call-and-response, uses of music). MSGM8.RE.1.E

Skip to main content

2. Evaluate music and music performances. MSGM8.RE.2
    a. Collaboratively and personally develop criteria for evaluation of music and music performances. MSGM8.RE.2.A
    b. Use developed criteria to evaluate the quality and effectiveness of their own and other's performances, compositions, and arrangements, and to implement constructive suggestions for improvement. MSGM8.RE.2.B
    c. Explain personal preferences for specific musical works using appropriate vocabulary. MSGM8.RE.2.C
    d. Explore and compare various uses of music in daily experiences. MSGM8.RE.2.D

Connecting

1. Connect music to the other fine arts and disciplines outside the arts. MSGM8.CN.1
    a. Compare the way a musical work and other art forms transform related subject matter into art (e.g. how world events and natural disasters can inspire works of art). MSGM8.CN.1.A
    b. Discuss the interrelated principles between music and other subject areas. MSGM8.CN.1.B
    c. Explore and compare various career paths in music. MSGM8.CN.1.C
2. Connect music to history and culture. MSGM8.CN.2
    a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. MSGM8.CN.2.A
    b. Classify exemplary musical works by genre and style and recognize their identifying characteristics. MSGM8.CN.2.B
    c. Compare music of several world cultures, identifying the function and role of the music, their musicians and their respective performance conditions. MSGM8.CN.2.C
    d. Demonstrate performance etiquette (e.g. stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. MSGM8.CN.2.D

Guitar Performance - 8th Grade

Creating

1. Improvise melodies, variations, and accompaniments. MSGP8.CR.1
    a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments of moderate complexity. MSGP8.CR.1.A
    b. Improvise harmonic accompaniments in the keys of G, A, D, C, and E. MSGP8.CR.1.B
    c. Improvise in various scales and modes over an established harmonic progression (e.g. blues, folk, rock, country, reggae). MSGP8.CR.1.C

Skip to main content

2. Compose and arrange music within specified guidelines. MSGP8.CR.2
    a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording). MSGP8.CR.2.A
    b. Compose a song (individually and/or collaboratively) according to certain criteria (e.g. chord progression, melody, lyrics, harmony, riffs). MSGP8.CR.2.B
    c. Apply criteria to assess personal or peer composition and/or improvisation. MSGP8.CR.2.C
    d. Share personal composition and/or improvisation. MSGP8.CR.2.D

Performing

1. Perform on guitar through a varied repertoire of music, alone and/or with others. MSGP8.PR.1
    a. Demonstrate advanced guitar performance skills. MSGP8.PR.1.A
    b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty. MSGP8.PR.1.B
    c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement. MSGP8.PR.1.C
    d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique. MSGP8.PR.1.D
2. Select and perform a varied repertoire of musical works using teacher and/or student-created criteria (e.g. skill level, artistic merit, personal interest). MSGP8.PR.2
3. Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music. MSGP8.PR.3
    a. Perform stylistic characteristics of a varied repertoire. MSGP8.PR.3.A
    b. Perform using free stroke, rest stroke, and/or plectrum. MSGP8.PR.3.B
    c. Perform notes in various positions, including accidentals. MSGP8.PR.3.C
    d. Perform basic chord progressions in various major and minor keys. MSGP8.PR.3.D
    e. Perform twelve-bar blues in various keys. MSGP8.PR.3.E
    f. Perform closed position chords (e.g. "5 chords", barre chords). MSGP8.PR.3.F
    g. Perform that include syncopation and sixteenth values. MSGP8.PR.3.G
    h. Perform basic rhythm guitar in various major and minor keys. MSGP8.PR.3.H
    i. Demonstrate the ability to tune the guitar. MSGP8.PR.3.I

Skip to main content

4. Read and notate music. MSGP8.PR.4
    a. Demonstrate advanced reading skills. MSGP8.PR.4.A
    b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation). MSGP8.PR.4.B
    c. Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E). MSGP8.PR.4.C
    d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings. MSGP8.PR.4.D
    e. Read twelve-bar blues in various keys. MSGP8.PR.4.E
    f. Read "5 chords" (power chords) in various positions. MSGP8.PR.4.F
    g. Demonstrate reading ability using free stroke, rest stroke, pima, and plectrum. MSGP8.PR.4.G

Responding

1. Listen to, analyze, and describe music. MSGP8.RE.1
    a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA). MSGP8.RE.1.A
2. Evaluate music and music performances. MSGP8.RE.2
    a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer. MSGP8.RE.2.A
    b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations). MSGP8.RE.2.B

Connecting

1. Understand relationships between music, the other arts, and disciplines outside the arts. MSGP8.CN.1
    a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences. MSGP8.CN.1.A
2. Understand music in relation to history and culture. MSGP8.CN.2
    a. Explore musical ideas and works with varied contexts to deepen understanding. MSGP8.CN.2.A
    b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. MSGP8.CN.2.B
    c. Explore various career paths in music. MSGP8.CN.2.C
    d. Explore performances and genres of influential guitarists and musicians. MSGP8.CN.2.D

1. Improvise melodies, variations, and accompaniments. MSGT8.CR.1
    a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches. MSGT8.CR.1.A
    b. Improvise simple melodies. MSGT8.CR.1.B
    c. Improvise simple harmonic accompaniments in a teacher provided key. MSGT8.CR.1.C
2. Compose and arrange music within specified guidelines. MSGT8.CR.2
    a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording). MSGT8.CR.2.A
    b. Create simple guitar "riffs", melodies, and strumming patterns in 4/4 time. MSGT8.CR.2.B
    c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation. MSGT8.CR.2.C
    d. Share personal composition and/or improvisation. MSGT8.CR.2.D

Performing

1. Perform on guitar through a varied repertoire of music, alone and/or with others. MSGT8.PR.1
    a. Demonstrate foundational guitar performance skills. MSGT8.PR.1.A
    b. Incorporate aural skills to match pitch and sing simple phrases. MSGT8.PR.1.B
    c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement. MSGT8.PR.1.C
    d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique. MSGT8.PR.1.D
2. Select and perform a varied repertoire of musical works using teacher- created criteria (e.g. skill level, artistic merit, personal interest). MSGT8.PR.2
3. Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music. MSGT8.PR.3
    a. Perform basic chord progressions (e.g., keys of G, A, D, C, and E). MSGT8.PR.3.A
    b. Perform notes in first position. MSGT8.PR.3.B
    c. Perform simple melodies. MSGT8.PR.3.C
    d. Perform stylistic characteristics of a varied repertoire. MSGT8.PR.3.D

Skip to main content

4. Read and notate music. MSGT8.PR.4
    a. Demonstrate foundational reading skills. MSGT8.PR.4.A
    b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation). MSGT8.PR.4.B
    c. Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E). MSGT8.PR.4.C
    d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings. MSGT8.PR.4.D

Responding

1. Listen to, analyze, and describe music. MSGT8.RE.1
    a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA). MSGT8.RE.1.A
2. Evaluate music and music performances. MSGT8.RE.2
    a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer. MSGT8.RE.2.A
    b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations). MSGT8.RE.2.B

Connecting

1. Understand relationships between music, the other arts, and disciplines outside the arts. MSGT8.CN.1
    a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences. MSGT8.CN.1.A
2. Understand music in relation to history and culture. MSGT8.CN.2
    a. Explore musical ideas and works with varied contexts to deepen understanding. MSGT8.CN.2.A
    b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. MSGT8.CN.2.B
    c. Explore various career paths in music. MSGT8.CN.2.C
    d. Explore performances and genres of influential guitarists and musicians. MSGT8.CN.2.D

Music Appreciation **Creating**

Skip to main content

1. Improvise melodies, variations, and accompaniments. MSMA.CR.1
    a. Improvise a melody or variation to a live or recorded accompaniment. MSMA.CR.1.A
    b. Create melodic and rhythmic phrases from a variety of available sound sources (e.g. traditional/nontraditional instruments). MSMA.CR.1.B
    c. Create rhythmic and harmonic ostinatos for accompanying other melodies. MSMA.CR.1.C
2. Compose and arrange music within specified guidelines. MSMA.CR.2
    a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). MSMA.CR.2.A
    b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary). MSMA.CR.2.B
    c. Arrange simple pieces for voices or instruments. MSMA.CR.2.C
3. Evaluate and refine musical ideas. MSMA.CR.3
    a. Assess and refine an original composition using teacher or student-based criteria (e.g. technical, expressive). MSMA.CR.3.A
    b. Share an original composition (e.g. notation, solo or group performance, technology) and demonstrate or describe how the elements of music have been employed. MSMA.CR.3.B

Performing

1. Sing a varied repertoire of music, alone and with others. MSMA.PR.1
    a. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of singing (e.g. tone production, matching pitch, diction, dialect, breathing, quality of sound, response to conductor). MSMA.PR.1.A
    b. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of vocal music (use of text, mood, visual image, storyline, form). MSMA.PR.1.B
    c. Rehearse vocal selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices, decisions for presentation). MSMA.PR.1.C
    d. Share vocal selections in order to recognize performance criteria (ensemble readiness, consideration of musical elements, composer intent). MSMA.PR.1.D

Skip to main content

2. Perform a varied repertoire of music on instruments, alone and with others. MSMA.PR.2
    a. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental performance (e.g. ensemble, pitch and rhythmic accuracy, playing position, response to conductor). MSMA.PR.2.A
    b. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental music (instrumentation, mood, visual image, storyline, form). MSMA.PR.2.B
    c. Rehearse instrumental selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices decisions for presentation). MSMA.PR.2.C
    d. Share instrumental selections in order to recognize performance criteria (readiness, consideration of musical elements, composer intent). MSMA.PR.2.D
3. Read and Notate music. MSMA.PR.3
    a. Identify standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression, key signatures). MSMA.PR.3.A
    b. Notate music on a staff using either staff paper or notation software. MSMA.PR.3.B
    c. Analyze harmonic and tonal structures in the music being studied. MSMA.PR.3.C

Responding

1. Listen to, analyze, and describe music. MSMA.RE.1
    a. Identify and describe simple forms of music, and relate them to the style, mood and context of the piece being studied. MSMA.RE.1.A
    b. Use music terminology to describe tempo, dynamics, and texture, and relate them to the style, mood and content of the piece being studied. MSMA.RE.1.B
    c. Analyze the uses of technical and expressive elements of music in terms of their effect on the listener. MSMA.RE.1.C
2. Evaluate music and music performances. MSMA.RE.2
    a. Evaluate a music performance using teacher or student-based criteria. MSMA.RE.2.A
    b. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient). MSMA.RE.2.B

Connecting

Skip to main content

1. Understand relationships between music, the other arts, and disciplines outside the arts. MSMA.CN.1
    a. Describe ways in which other disciplines taught in the school are interrelated with those of music. MSMA.CN.1.A
    b. Identify and describe common terminology used in music and other fine arts. MSMA.CN.1.B
    c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline, or across disciplines. MSMA.CN.1.C
2. Understand music in relation to history and culture. MSMA.CN.2
    a. Identify and explain a particular music example's historical and cultural significance. MSMA.CN.2.A
    b. Compare and describe the roles of musicians throughout history. MSMA.CN.2.B
    c. Discuss music's functions in the cultures of various ethnic, social, and religious groups. MSMA.CN.2.C

Music Technology - 8th Grade

Creating

1. Generate musical ideas for various purposes and contexts. MSMTC8.CR.1
    a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools. MSMTC8.CR.1.A
2. Select and develop musical ideas for defined purposes and contexts. MSMTC8.CR.2
    a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources. MSMTC8.CR.2.A
3. Evaluate and refine selected musical ideas to create musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria. MSMTC8.CR.3
    a. Develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations, drawing off the feedback from peers. MSMTC8.CR.3.A
4. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. MSMTC8.CR.4
    a. Share musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that demonstrate a proficient level of musical and technological craftsmanship and the use of digital tools and resources in developing and organizing musical ideas. MSMTC8.CR.4.A

Performing

1. Select varied musical works to present based on interest, knowledge, technical skill, and context. MSMTC8.PR.1
    a. Identify the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill. MSMTC8.PR.1.A

Skip to main content

2. Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on the presentation. MSMTC8.PR.2
    a. Recognize how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances. MSMTC8.PR.2.A
3. Develop personal interpretations that consider creator intent. MSMTC8.PR.3
    a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances. MSMTC8.PR.3.A
4. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MSMTC8.PR.4
    a. Identify and implement strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. MSMTC8.PR.4.A
5. Perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context. MSMTC8.PR.5
    a. Demonstrate a basic understanding of the context of music through prepared and improvised performances. MSMTC8.PR.5.A
    b. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music, using digital tools. MSMTC8.PR.5.B

Responding

1. Choose music appropriate for a specific purpose or situation. MSMTC8.RE.1
    a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose. MSMTC8.RE.1.A
2. Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response. MSMTC8.RE.2
    a. Explain how knowledge of the structure (e.g. repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response. MSMTC8.RE.2.A
3. Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers. MSMTC8.RE.3
    a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose. MSMTC8.RE.3.A

Skip to main content

4. Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria. MSMTC8.RE.4
    a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests. MSMTC8.RE.4.A

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. MSMTC8.CN.1
    a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MSMTC8.CN.1.A
2. Relate musical ideas to varied contexts and daily life to deepen understanding. MSMTC8.CN.2
    a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MSMTC8.CN.2.A

Beginning Orchestra

Creating

1. Improvise, compose, and arrange music within specified guidelines. MSBO.CR.1
    a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). MSBO.CR.1.A
    b. Improvise, compose, or arrange a melody or variation of a melody. MSBO.CR.1.B
    c. Share improvised, composed, or arranged pieces. MSBO.CR.1.C
    d. Use teacher-created criteria to refine improvised or composed pieces. MSBO.CR.1.D

Performing

Skip to main content

1. Perform a varied repertoire of music on instruments, alone and with others. MSBO.PR.1
    a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. MSBO.PR.1.A
    b. Demonstrate an understanding of phrasing through performing simple melodies. MSBO.PR.1.B
    c. Discuss and demonstrate characteristic tone production on a string instrument. MSBO.PR.1.C
    d. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. MSBO.PR.1.D
    e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. MSBO.PR.1.E
    f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. MSBO.PR.1.F
    g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. MSBO.PR.1.G
2. Read and Notate music. MSBO.PR.2
    a. Identify notes in the staff and on ledger lines of respective clef. MSBO.PR.2.A
    b. Read and notate notes within key signatures D, G, and C. MSBO.PR.2.B
    c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests) in the time signatures of 4/4, 3/4, and 2/4. MSBO.PR.2.C
    d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. MSBO.PR.2.D

Skip to main content

Responding

1. Listen to, analyze, and describe music. MSBO.RE.1
    a. 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. MSBO.RE.1.A
    b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed). MSBO.RE.1.B
2. Evaluate music and music performances. MSBO.RE.2
    a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. MSBO.RE.2.A
    b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. MSBO.RE.2.B
    c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. MSBO.RE.2.C
    d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance. MSBO.RE.2.D

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. MSBO.CN.1
    a. Explain the benefits of musical study as part of a well-rounded education. MSBO.CN.1.A
    b. Discuss how other subjects relate to music. MSBO.CN.1.B
2. Understand music in relation to history and culture. MSBO.CN.2
    a. Identify and compare performance styles of music learned in class. MSBO.CN.2.A
    b. Discuss how the music performed in class relates to the culture and society in which we live. MSBO.CN.2.B

Intermediate Orchestra

Creating

1. Improvise, compose, and arrange music within specified guidelines. MSIO.CR.1
    a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). MSIO.CR.1.A
    b. Improvise, compose, or arrange a melody or a variation of a melody. MSIO.CR.1.B
    c. Share improvised, composed, or arranged pieces. MSIO.CR.1.C
    d. Using teacher or student-created criteria, refine improvised or composed pieces. MSIO.CR.1.D

Performing

Skip to main content

1. Perform a varied repertoire of music on instruments, alone and with others. MSIO.PR.1
    a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. MSIO.PR.1.A
    b. Demonstrate an understanding of phrasing through performing simple melodies. MSIO.PR.1.B
    c. Discuss and demonstrate characteristic tone production on a string instrument in relation to bow weight, bow speed, bow distribution and contact point. MSIO.PR.1.C
    d. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty. MSIO.PR.1.D
    e. Demonstrate vibrato readiness skills through shifting exercises. MSIO.PR.1.E
    f. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. MSIO.PR.1.F
    g. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F and Bb, and introduce minor keys through varied musical selections. MSIO.PR.1.G
    h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo. MSIO.PR.1.H
2. Read and Notate music. MSIO.PR.2
    a. Identify notes in the staff and on ledger lines of respective clef. MSIO.PR.2.A
    b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb. MSIO.PR.2.B
    c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eight notes, sixteenth notes and their corresponding rests) in the time signatures of 4/4, 3/4, 2/4, and 6/8. MSIO.PR.2.C
    d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. MSIO.PR.2.D

Responding

1. Listen to, analyze, and describe music. MSIO.RE.1
    a. Discuss and describe how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. MSIO.RE.1.A
    b. Discuss and describe the difference between melody and accompaniment in given examples (e.g. aural, written, performed). MSIO.RE.1.B

Skip to main content

2. Evaluate music and music performances. MSIO.RE.2
    a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. MSIO.RE.2.A
    b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. MSIO.RE.2.B
    c. Using student- or teacher-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm. MSIO.RE.2.C
    d. Develop strategies to improve the quality of a performance. MSIO.RE.2.D

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. MSIO.CN.1
    a. Discuss and describe the benefits of musical study as part of a well-rounded education. MSIO.CN.1.A
    b. Discuss and describe how other subjects relate to music. MSIO.CN.1.B
2. Understand music in relation to history and culture. MSIO.CN.2
    a. Discuss and describe performance styles of music learned in class. MSIO.CN.2.A
    b. Discuss how the music performed in class relates to the culture and society in which we live. MSIO.CN.2.B

Advanced Orchestra

Creating

1. Improvise, compose, and arrange music within specified guidelines. MSAO.CR.1
    a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). MSAO.CR.1.A
    b. Improvise, compose, or arrange a melody or variation of a melody. MSAO.CR.1.B
    c. Share improvised, composed, or arranged pieces. MSAO.CR.1.C
    d. Refine improvised or composed pieces using student-created criteria. MSAO.CR.1.D

Performing

Skip to main content

1. Perform a varied repertoire of music on instruments, alone and with others. MSA0.PR.1
    a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. MSA0.PR.1.A
    b. Demonstrate an understanding of phrasing through performing simple melodies. MSA0.PR.1.B
    c. Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. MSA0.PR.1.C
    d. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty. MSA0.PR.1.D
    e. Demonstrate basic vibrato. MSA0.PR.1.E
    f. Exhibit the ability to accurately tune respective instrument. MSA0.PR.1.F
    g. Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass ½-IV position). MSA0.PR.1.G
    h. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. MSA0.PR.1.H
    i. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, Bb, and Eb and the minor keys of e, a, and d. MSA0.PR.1.I
    j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo. MSA0.PR.1.J
2. Read and Notate music. MSA0.PR.2
    a. Identify notes in the staff and on ledger lines of respective clef. MSA0.PR.2.A
    b. Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys e, a, and d. MSA0.PR.2.B
    c. Read and notate rhythms, containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eight notes, sixteenth notes and their corresponding rests, in the time signatures of 4/4, 3/4, 2/4, 6/8, alla breve and mixed meter. MSA0.PR.2.C
    d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. MSA0.PR.2.D
    e. Analyze sight-reading strategies and apply to appropriate pieces. MSA0.PR.2.E

Responding

1. Listen to, analyze, and describe music. MSA0.RE.1
    a. Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. MSA0.RE.1.A
    b. Analyze the difference between melody and accompaniment in given examples (e.g. aural, written, performed). MSA0.RE.1.B
    c. Identify simple musical forms. MSA0.RE.1.C

Skip to main content

2. Evaluate music and music performances. MSAO.RE.2
    a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. MSAO.RE.2.A
    b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. MSAO.RE.2.B
    c. Using student-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style and rhythm. MSAO.RE.2.C
    d. Critique recorded examples of music performed by the ensemble and other ensembles and assess suggestions for improvement. MSAO.RE.2.D
    e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. MSAO.RE.2.E

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. MSAO.CN.1
    a. Assess the benefits of musical study as part of a well-rounded education. MSAO.CN.1.A
    b. Analyze the ways in which other subjects relate to music. MSAO.CN.1.B
2. Understand music in relation to history and culture. MSAO.CN.2
    a. Analyze performance styles of music learned in class. MSAO.CN.2.A
    b. Analyze the ways in which music performed in class relates to the culture and society of its time and other times. MSAO.CN.2.B

Piano Performance - 8th Grade

Creating

1. Improvise melodies, variations, and accompaniments. MSP8.CR.1
    a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord. MSP8.CR.1.A
    b. Improvise a melody and/or variation of a melody using scales. MSP8.CR.1.B
2. Compose and arrange music within specified guidelines. MSP8.CR.2
    a. Compose rhythmic exercises and melodies using traditional and/or non-traditional notations to incorporate the use of dynamics. MSP8.CR.2.A
    b. Set a short poetic phrase and/or text to music. MSP8.CR.2.B
    c. Compose melodic themes that fit within a given harmonic pattern, are in contrasting styles, and in simple and compound meters. MSP8.CR.2.C
    d. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form. MSP8.CR.2.D

Performing

Skip to main content

1. Perform a varied repertoire of music. MSP8.PR.1
    a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion. MSP8.PR.1.A
    b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios. MSP8.PR.1.B
    c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy). MSP8.PR.1.C
    d. Use context cues to sight-read music literature at an appropriate level. MSP8.PR.1.D
2. Analyze selection of repertoire. MSP8.PR.2
    a. Describe how pianists decide which pieces to learn and perform. MSP8.PR.2.A
    b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). MSP8.PR.2.B
3. Notate music. MSP8.PR.3
    a. Notate complex rhythms and melodies utilizing a dictation method. MSP8.PR.3.A
    b. Identify advanced music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements. MSP8.PR.3.B

Responding

1. Read about, listen to, analyze, and describe music. MSP8.RE.1
    a. Read about appropriate music based on skill level. MSP8.RE.1.A
    b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast. MSP8.RE.1.B
    c. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form. MSP8.RE.1.C
    d. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates. MSP8.RE.1.D
2. Evaluate music and music performances. MSP8.RE.2
    a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics). MSP8.RE.2.A
    b. Demonstrate practice strategies to refine a performance using teacher-based criteria. MSP8.RE.2.B
    c. Recognize and demonstrate context-appropriate performer and audience etiquette. MSP8.RE.2.C
    d. Explain how people from different backgrounds judge music and music performances. MSP8.RE.2.D

Skip to main content

Connecting

1. Understand relationships between music, the other arts, disciplines outside the arts, history, and culture. MSP8.CN.1
    a. Identify and compare performance styles of performance literature. MSP8.CN.1.A
    b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context. MSP8.CN.1.B
    c. Explain the history of the piano. MSP8.CN.1.C
    d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed. MSP8.CN.1.D

Piano Techniques - 8th Grade

Creating

1. Improvise melodies, variations, and accompaniments. MSPT8.CR.1
    a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord. MSPT8.CR.1.A
    b. Improvise a melody or variation of a melody using scales. MSPT8.CR.1.B
2. Compose and arrange music within specified guidelines. MSPT8.CR.2
    a. Compose rhythmic exercises and melodies using traditional and/or non-traditional notations to incorporate the use of dynamics. MSPT8.CR.2.A
    b. Set a short poetic phrase and/or text to music. MSPT8.CR.2.B
    c. Compose melodic themes that fit within a given harmonic pattern, are in contrasting styles, and in simple and compound meters. MSPT8.CR.2.C
    d. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form. MSPT8.CR.2.D

Performing

1. Perform a varied repertoire of music. MSPT8.PR.1
    a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion. MSPT8.PR.1.A
    b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios. MSPT8.PR.1.B
    c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy). MSPT8.PR.1.C
    d. Use context cues to sight-read music literature at an appropriate level. MSPT8.PR.1.D

Skip to main content

2. Analyze selection of repertoire. MSPT8.PR.2
    a. Describe how pianists decide which pieces to learn and perform. MSPT8.PR.2.A
    b. Identify characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). MSPT8.PR.2.B
3. Notate music. MSPT8.PR.3
    a. Notate complex rhythms and melodies utilizing a dictation method. MSPT8.PR.3.A
    b. Identify advanced music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements. MSPT8.PR.3.B

Responding

1. Reading about, listening to, analyzing, and describing music. MSPT8.RE.1
    a. Read about appropriate music based on skill level. MSPT8.RE.1.A
    b. Listen to a musical recording or video in terms of form, voicing and dynamic contrast. MSPT8.RE.1.B
    c. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form. MSPT8.RE.1.C
    d. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates. MSPT8.RE.1.D
2. Evaluate music and music performances. MSPT8.RE.2
    a. Teacher will provide criteria to evaluate a piano performance (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics). MSPT8.RE.2.A
    b. Demonstrate practice strategies to refine a performance using teacher-based criteria. MSPT8.RE.2.B
    c. Recognize and demonstrate context-appropriate performer and audience etiquette. MSPT8.RE.2.C
    d. Explain how people from different backgrounds judge music and music performances. MSPT8.RE.2.D

Connecting

Skip to main content

1. Understand relationships between music, the other arts, disciplines outside the arts, history, and culture. MSPT8.CN.1
    a. Identify and compare performance styles of performance literature. MSPT8.CN.1.A
    b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context. MSPT8.CN.1.B
    c. Explain the history of the piano. MSPT8.CN.1.C
    d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed. MSPT8.CN.1.D