

Music: Intermediate Chorus - Grades 6-8

Adopted 2018

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
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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
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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
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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**
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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**
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Responding

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**
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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**
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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**
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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**