Indiana Fine Arts

Music: Grades 6-8

Connect

1 Connect with a varied repertoire of music by exploring the relationships between music and personal experience.

EXPERIENCE/CONNECT

1. Identify and demonstrate individual preference for music that is performed, created, and/or listened to in daily life. CN.1.8.1
2. Identify various uses of music in daily life and describe the characteristics that make music suitable for a specific use. CN.1.8.2

2 Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.

APPLY/TRANSFER

1. Describe and explore how the study of music applies to language arts, mathematics, and/or science. CN.2.8.1
2. Compare and describe how the characteristic elements of music and the other arts can be used to depict and/or transform events, scenes, emotions, or ideas into works of art. CN.2.8.2
3. Apply music for learning and recalling knowledge and information in other disciplines. CN.2.8.3

3 Connect with a varied repertoire of music by exploring the relationships between music and history and culture.

EXPLORE

1. Identify, describe, and perform the distinguishing characteristics of musical works from a variety of genres, styles, historical periods, and cultures. CN.3.8.1
2. Identify, describe, and apply through performance uniquely American music genres, trace their evolution, and explore the life and work of musicians associated with each. CN.3.8.2
3. Compare and contrast, in various cultures and historical periods, the functions of music, the roles of musicians, and the conditions under which participation in music typically occurs. CN.3.8.3

Listen/Respond

4 Listen and respond to a varied repertoire of music by audiating music.

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RESPOND

1 Audiate and recognize age appropriate pitch and rhythm patterns, motifs, and known melodies from movement, gesture, traditional, or nontraditional notation. LR.4.8.1

2 Audiate and accurately sing and perform pitch and rhythm patterns, motifs, and melodies in both major and minor modes and simple and compound meters on sight. LR.4.8.2

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5 Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.

UNDERSTAND/INFORM

1 Recall, explore, comprehend, and apply appropriate music vocabulary. LR.5.8.1

2 Identify elements of music and analyze/describe how they manifest in a musical example. LR.5.8.2

3 Develop criteria for evaluating the quality and effectiveness of music performers, performances, and compositions and apply the criteria to music that is listened to, performed, and/or created. LR.5.8.3

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6 Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.

INTERPRET/EXPRESS

2 Identify and express the elements of music manifest in specific musical examples through choreographed folk dances, and explore the role of dance in various cultures. LR.6.8.2

3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement and conducting in listening examples, singing games, and/or simple folk dances. LR.6.8.3

Explore the muscular sensations of time and energy through the performance of choreographed movement, including conducting, both in place and in space. LR.6.8.1

1 Explore the muscular sensations of time and energy through the performance of choreographed movement, including conducting, both in place and in space. LR.6.8.1

Perform

7 Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.

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DEVELOP/PERFORM

1. Sing accurate pitches and rhythms, as modeled and/or visually notated, with appropriate intonation, breath control, diction, and tone quality throughout one's singing range. P.7.8.1
2. Sing with expressive qualities and technical accuracy, as modeled and/or visually notated, and portray appropriate style. P.7.8.2
3. Sing tonal ostinati, canon, counter melodies, drones, or descants, as modeled and/or visually notated, to create harmony and sing in two and/or three parts. P.7.8.3
4. Maintain pitch and rhythmic accuracy, tone quality, tonal center, a steady beat, and appropriate style while singing both with accompaniment and a cappella to portray the composer's intent. P.7.8.4

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8 Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.

PERFORM

1. Play accurate pitches and rhythms, as modeled and/or visually notated, in tune with a steady beat, good tone quality, and appropriate technique throughout the known range of the instrument(s). P.8.8.1
2. Play unpitched, melodic, and harmonic instruments with expression and technical accuracy, as modeled and/or visually notated, and portray appropriate style. P.8.8.2
3. Play both rhythmic and tonal ostinati, canon, counter melodies, drones, and descants, as modeled and/or visually notated, to create harmony, and play instruments in two and/or three parts. P.8.8.3
4. Maintain pitch and rhythm accuracy, tone quality, tonal center, a steady beat, appropriate technique, and appropriate style while playing unpitched, melodic, and harmonic instruments to portray the composer's intent. P.8.8.4

Create

9 Create a varied repertoire of music by improvising melodies, variations, and accompaniments.

IMAGINE

1. Improvise short, unaccompanied rhythms and melodies with consistent style, meter, and/or tonality. CR.9.8.1
2. Improvise rhythmic and melodic embellishments and variations using a pentatonic scale and major keys. CR.9.8.2
3. Recognize important pitches within a melody and improvise simple harmonic accompaniments. CR.9.8.3

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10 Create a varied repertoire of music by representing audiated and aurally perceived music.

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TRANSFORM

1 Use movement, gesture, traditional, and/or nontraditional music notation to demonstrate pitch and rhythm patterns, motifs, and short melodies that are aurally perceived and/or audiation. CR.10.8.1

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11 Create a varied repertoire of music by composing and arranging music with both traditional and nontraditional notation.

CREATE

1 Arrange simple pieces for voices and instruments using performing forces and expressive qualities other than those originally utilized in the piece in ways that preserve the expressive effect of the music. CR.11.8.1

2 Utilize both traditional and/or nontraditional notation to compose short pieces within specified guidelines, and demonstrate one's knowledge of the elements of music and how they might be used to create unity or variety, tension and release, and/or balance. CR.11.8.2

3 Explore and utilize a variety of traditional and/or nontraditional sound sources and electronic media and technology when composing and arranging music. CR.11.8.3