Maryland Fine Arts

Music: Grades 6-8

Creating CR.6-8

1 Generate and conceptualize artistic ideas and work. CR.6-8.1

i Indicators CR.6-8.1.I

1 Conceptualize and generate musical works, within a variety of forms, for given contexts and artistic purposes, using appropriate technology as available. CR.6-8.1.I.1

e Expectations CR.6-8.1.E

1 Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available. CR.6-8.1.E.1

2 Create music with advancing melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available. CR.6-8.1.E.2

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2 Organize and develop artistic ideas and work. CR.6-8.2

i Indicators CR.6-8.2.I

1 Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose. CR.6-8.2.I.1

e Expectations CR.6-8.2.E

1 Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas. Craft a composer's statement that clearly summarizes and supports creative and conceptual choices. CR.6-8.2.E.1

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3 Refine and complete artistic work. CR.6-8.3

i Indicators CR.6-8.3.I

1 Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas. CR.6-8.3.I.1

2 Support rationale for refinements to personal musical ideas based on feedback from multiple sources. CR.6-8.3.I.2

3 Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose. CR.6-8.3.I.3

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e Expectations CR.6-8.3.E

1 Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions. CR.6-8.3.E.1

2 Incorporate refinements to personal musical ideas through analysis and implementation of feedback. CR.6-8.3.E.2

3 Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available. CR.6-8.3.E.3

Presenting PR.6-8

4 Analyze, interpret, and select artistic work for presentation. PR.6-8.4

i Indicators PR.6-8.4.I

1 Apply criteria to determine the selection of music for performance based on purpose, context, technical skill, and artistic qualities. PR.6-8.4.I.1

2 Describe and analyze how context (historical, cultural, social, and personal) informs performance. PR.6-8.4.I.2

3 Describe and explain how intent is communicated through interpretation, including expressive aspects and musical elements. PR.6-8.4.I.3

4 Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems. PR.6-8.4.I.4

e Expectations PR.6-8.4.E

1 With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions. PR.6-8.4.E.1

2 Explain and compare the use of musical contexts in describing choices of music selected for performance. PR.6-8.4.E.2

3 Support and justify the use of artistic qualities when interpreting music for performance. PR.6-8.4.E.3

4 Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context. PR.6-8.4.E.4

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5 Develop and refine artistic work for presentation. PR.6-8.5

i Indicators PR.6-8.5.I

1 Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of performance. PR.6-8.5.I.1

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e Expectations PR.6-8.5.E

1 With limited teacher guidance, identify and apply collaboratively developed criteria to explore multiple ideas during the rehearsal process, in order to improve performance quality, technical accuracy and artistic purpose. PR.6-8.5.E.1

2 Apply feedback to improve and refine music in rehearsal. PR.6-8.5.E.2

3 As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners. PR.6-8.5.E.3

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6 Convey meaning through the presentation of artistic work. PR.6-8.6

i Indicators PR.6-8.6.I

1 Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer's intent. PR.6-8.6.I.1

2 Demonstrate performance decorum appropriate to the context. PR.6-8.6.I.2

e Expectations PR.6-8.6.E

1 Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency. PR.6-8.6.E.1

2 Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context. PR.6-8.6.E.2

3 Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen. PR.6-8.6.E.3

Responding RE.6-8

7 Perceive and analyze artistic work. RE.6-8.7

i Indicators RE.6-8.7.I

1 Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes. RE.6-8.7.I.1

2 Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces. RE.6-8.7.I.2

e Expectations RE.6-8.7.E

1 Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison. RE.6-8.7.E.1

2 With increasing independence, communicate the importance of structure, musical elements, and context when listening to music. RE.6-8.7.E.2

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8 Interpret intent and meaning in artistic work. RE.6-8.8

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i Indicators RE.6-8.8.I

1 Describe and support personal interpretations of music and analyze how use of musical elements, attention to context, and artistic qualities convey intent. RE.6-8.8.I.1

e Expectations RE.6-8.8.E

1 When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent. RE.6-8.8.E.1

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9 Apply criteria to evaluate artistic work. RE.6-8.9

i Indicators RE.6-8.9.I

1 Describe and support personal evaluation of musical works or performances based on existing or developed criteria, using appropriate musical vocabulary. RE.6-8.9.I.1

e Expectations RE.6-8.9.E

1 Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria. RE.6-8.9.E.1

2 Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music. RE.6-8.9.E.2

3 Compare and contrast musical elements from two or more selections of music. RE.6-8.9.E.3

Connecting CN.6-8

10 Synthesize and relate knowledge and personal experiences to make art. CN.6-8.10

i Indicators CN.6-8.10.I

1 Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music. CN.6-8.10.I.1

e Expectations CN.6-8.10.E

1 Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music. CN.6-8.10.E.1

2 Use musical skills learned in class as part of music making both inside and outside the classroom and school, including afterschool programs, community musicmaking, and extracurricular opportunities. CN.6-8.10.E.2

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11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. CN.6-8.11

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i Indicators CN.6-8.11.I

1 Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression. CN.6-8.11.I.1

2 Describe and explain factors that impact the roles of music in the lives of people. CN.6-8.11.I.2

3 Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines. CN.6-8.11.I.3

e Expectations CN.6-8.11.E

1 With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music. CN.6-8.11.E.1

2 With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music. CN.6-8.11.E.2

3 With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music. CN.6-8.11.E.3

4 Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. CN.6-8.11.E.4