Massachusetts Arts

Music: Foundations Solo and Ensemble

Creating	1	Generate and conceptualize artistic ideas and work. Explore ideas for interpreting a work (e.g. Improvise embellishments to musical passages). F.M.CR.01
	2	Organize and develop artistic ideas and work. Record decisions about interpreting written music (e.g., adding dynamics or accents to a score). F.M.CR.02
	3	Refine and complete artistic work. Refine musical interpretations exploring different phrasing (e.g., incorporating tension, release, unity, and variety). F.M.CR.03
Performing	4	Select, analyze and interpret artistic work for presentation. Identify advanced strategies musicians use to practice and employ them in readying a musical work for performance. F.M.CR.04
	5	Develop and refine artistic techniques and work for presentation. Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 3, on a scale of 1 to 6; or a comparable scale. F.M.CR.05
	6	Convey meaning through the presentation of artistic work. Describe how decisions about a performance are connected to what students want to express, evoke, or communicate. F.M.CR.06
Responding	7	Perceive and analyze artistic work. Analyze the style a musician uses and how it manifests itself in a given musical work. F.M.CR.07
	8	Interpret intent and meaning in artistic work. Identify elements from a work that connect it to a specific genre or style. F.M.CR.08
	9	Apply criteria to evaluate artistic work. Compare and contrast different rubrics or criteria for evaluating music to identify advantages and disadvantages of each approach. F.M.CR.09
Connecting	10	Synthesize and relate knowledge and personal experiences to make art. Describe what has influenced changes in one's own musical style, and musical preferences. F.M.CR.10
		Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the connections between historical and cultural

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contexts and defining stylistic elements of multiple musical movements (e.g., Aaron Copland's quest for an American sound, or how Billie Holiday's “Strange Fruit” sparked a genre of protest songs). F.M.CR.11