New York Arts

General Music: Grade 8

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

a. Generate rhythmic and melodic phrases and harmonic accompaniments within expanded forms (including introductions and codas), and explain connection to purpose, context, and/or expressive intent. MU:CR1.1.8.A

2 Organize and develop artistic ideas and work.

2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

a. Organize and/or demonstrate developed musical ideas for arrangements or compositions that express unity and variety (including theme and variations), and tension and release in expanded forms (including introduction and coda) and convey expressive intent. MU:CR2.1.8.A

b. Use standard notation and/or audio/video recording to combine, sequence, and document musical phrases and harmonic accompaniments. MU:CR2.1.8.B

3 Refine and complete artistic work.

3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

a. Evaluate, refine, and document revisions to music, applying criteria and feedback (related to appropriate application of compositional techniques), and explain the rationale for changes. MU:CR3.1.8.A

3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication

a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent. MU:CR3.2.8.A

Performing

4 Select, analyze, and interpret artistic work for presentation.

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4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.

a. Apply established, collaboratively, and personally developed criteria for selecting music of contrasting styles for a program (from teacher-or student-provided options) with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices. MU:PR4.1.8.A

4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. MU:PR4.2.8.A

b. When analyzing selected music, sight-read, on the staff, simple rhythmic, melodic, and/or harmonic notation, as appropriate to the musical tradition. MU:PR4.2.8.B

c. Explain how social, cultural and historical contexts inform performances and result in different musical interpretations. MU:PR4.2.8.C

4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

a. Demonstrate contrasting pieces of music that show their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing), and explain how they convey intent and are appropriate to the context. MU:PR4.3.8.A

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5 Develop and refine artistic techniques and work for presentation.

5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

a. Discuss and apply established, collaboratively developed, and personally developed criteria and feedback to evaluate the accuracy and expressiveness of performances. MU:PR5.1.8.A

b. Identify and apply appropriate rehearsal strategies and show readiness to present. MU:PR5.1.8.B

c. Respond appropriately to aural and visual cues. MU:PR5.1.8.C

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6 Convey meaning through the presentation of artistic work.

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6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.

a. Perform music with stylistic expression, technical accuracy, interpretation, and culturally authentic practices. MU:PR6.1.8.A

b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum. MU:PR6.1.8.B

c. Respond appropriately to aural and visual cues. MU:PR6.1.8.C

Responding

7 Perceive and analyze artistic work.

7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

a. Select and compare how a set of contrasting musical works (from teacher-or student-provided options) connect to and are influenced by specific interests, experiences, purposes, or contexts. MU:RE7.1.8.A

7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

a. Compare how the elements of music and expressive qualities relate to the structure of contrasting pieces in a set of musical works. MU:RE7.2.8.A

b. Identify and compare the contexts of sets of musical works from a variety of genres, cultures, and historical periods. MU:RE7.2.8.B

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8 Interpret meaning in artistic work.

8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

a. Support a personal interpretation of contrasting sets of musical works and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent. MU:RE8.1.8.A

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9 Apply criteria to evaluate artistic work.

9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

a. Apply established, collaboratively, and personally developed criteria to evaluate musical works and performances, citing evidence, explaining appropriateness to the context. MU:RE9.1.8.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

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10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

a. Design, implement, and reflect on a strategy for environment expanding one's knowledge of unfamiliar music. MU:CN10.1.8.A

b. With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener. MU:CN10.1.8.B

c. Express and share an original musical idea or emotion using technological resources. MU:CN10.1.8.C

d. Explain how sound is created on a variety of instruments and other sound sources. MU:CN10.1.8.D

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11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

a. Perform folk music from a variety of cultures, including some in foreign languages, and explain the music's role(s) and meaning in its culture of origin, citing sources. MU:CN11.1.8.A

b. Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or of a society. MU:CN11.1.8.B

c. Explore career opportunities in the field of music. MU:CN11.1.8.C