New York Arts

Music - Harmonizing Instruments: Grades 6, 7, 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 melodic and rhythmic phrases that exhibit cohesiveness within forms (such as AB, ABA, song form) over given chord progressions. MU:CR1.1.H.8.A

b. Generate chordal accompaniments for teacher-provided or self-composed melodies. MU:CR1.1.H.8.B

2 Organize and develop artistic ideas and work.

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

a. Select, develop, and arrange rhythmic, melodic, and harmonic ideas to generate multi-chord accompaniments to melodies with simple forms (such as AB or ABA), and melodic phrases over specified chord progressions to express intent. MU:CR2.1.H.8.A

b. Use standard notation or recording technology to document drafts of musical ideas. MU:CR2.1.H.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. Apply teacher-provided and collaboratively developed criteria to evaluate and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two to three chord accompaniments to short or simple melodies. MU:CR3.1.H.8.A

b. Explain the rationale for changes, based on evaluation criteria. MU:CR3.1.H.8.B

Skip to main content

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

a. Share completed multi-chord accompaniments to teacher-provided or self-composed melodies and melodic phrases (created over specified chord progressions or AB/ABA forms). MU:CR3.2.H.8.A

b. Demonstrate and explain expressive intent, and development and organization of musical ideas, based on evaluation criteria and craftsmanship. MU:CR3.2.H.8.B

Performing

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

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 teacher-and collaboratively developed criteria to explain and demonstrate how a repertoire of music representing contrasting styles is selected (from teacher-or student-provided options), based on personal interest, knowledge, personal and others' technical skills, and the purpose and/or context of the performance(s). MU:PR4.1.H.8.A

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

a. Identify and compare prominent elements of music (such as form and harmony) in a repertoire of music representing contrasting styles. MU:PR4.2.H.8.A

b. Use aural skills and standard notation (rhythmic, melodic, and harmonic) when analyzing selected music. MU:PR4.2.H.8.B

c. Explain how elements of music and social, cultural, and/or historical context(s) inform prepared or improvised performance(s). MU:PR4.2.H.8.C

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

b. Demonstrate and explain how intent and consideration of the social, cultural, and/or historical performance context(s) are conveyed through interpretive decisions and elements of music (such as form and harmony) in a repertoire of music representing contrasting styles. MU:PR4.3.H.8.B

---

5 Develop and refine artistic techniques and work for presentation.

Skip to main content

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. Apply self-reflection and teacher-provided and collaboratively developed criteria to evaluate prepared or improvised ensemble and personal performances. MU:PR5.1.H.8.A

b. Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music (such as form and harmony), show improvement over time, and determine when the music is ready to perform. MU:PR5.1.H.8.B

c. Respond appropriately to aural and visual cues. MU:PR5.1.H.8.C

6 Convey meaning through the presentation of artistic work.

6.1 The quality and effectiveness of a performance is based on criteria that vary across time, place, and cultures.

a. Perform a repertoire of prepared or improvised music representing contrasting styles, alone or with others, with expression, technical accuracy, and appropriate interpretation. MU:PR6.1.H.8.A

b. Demonstrate performance decorum (such as stage presence and behavior) and audience etiquette appropriate for the context, venue, genre, and style. MU:PR6.1.H.8.B

c. Respond appropriately to aural and visual cues. MU:PR6.1.H.8.C

Responding

7 Perceive and analyze artistic work.

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

a. Demonstrate and compare, using teacher-developed criteria, how selected music (from teacher-or student-provided options) connects to and is influenced by interest, purpose, or personal experience. MU:RE7.1.H.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. Demonstrate and describe, giving examples, how the elements of music are manipulated in musical selections. MU:RE7.2.H.8.A

b. Identify how social, cultural, and/or historical context informs a response. MU:RE7.2.H.8.B

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. Identify and explain how the expressive qualities; elements of music; and social, cultural, and/or historical context influence performers' interpretations to reflect expressive intent. MU:RE8.1.H.8.A

Skip to main content

‚pply 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. Explain how interest, experiences, and personal, social, and/or historical contexts affect evaluation, and apply these in interpreting a varied repertoire of music. MU:RE9.1.H.8.A

Connecting

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

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 expanding one's knowledge of unfamiliar music. MU:CN10.1.H.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.H.8.B

c. Describe effective strategies for reaching a musical goal that is of importance to you. MU:CN10.1.H.8.C

d. Express and share an original musical idea or emotion using instrumental resources. MU:CN10.1.H.8.D

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. Explore the skills and knowledge necessary to pursue vocational and avocational opportunities in the musical community. MU:CN11.1.H.8.A

b. Identify the cultural, social, and political uses for music. MU:CN11.1.H.8.B

c. Explain 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.H.8.C