Virginia Fine Arts

Music: Middle School Instrumental Music

Creative Process

1 **Apply creative thinking to composing and improvising music. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.**

Beginning

1 The student will create music as a means of individual expression. MIB.1

a Compose a four-measure rhythmic-melodic variation. MIB.1.A

b Improvise simple rhythmic and melodic examples in call-and-response styles. MIB.1.B

c Play and write rhythmic variations of four-measure selections taken from existing melodies, exercises, or etudes. MIB.1.C

Intermediate

1 The student will create music as a means of individual expression. MII.1

a Compose a four-measure rhythmic-melodic variation. MII.1.A

b Improvise simple rhythmic and melodic examples in call-and-response styles. MII.1.B

c Write and perform melodic variations of four- to-eight-measure selections taken from existing melodies, exercises, or etudes. MII.1.C

Advanced

1 The student will create music as a means of expression. MIAD.1

a Compose an eight-measure rhythmic-melodic variation. MIAD.1.A

b Improvise increasingly complex rhythmic and melodic examples in call-and-response styles. MIAD.1.B

c Write and perform rhythmic-melodic variations of selections taken from existing melodies, exercises, or etudes, incorporating a variety of expressive elements. MIAD.1.C

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2 **Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.**

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Beginning

2 The student will apply a creative process for music. MIB.2

- a Identify and apply steps of a creative process in a variety of contexts in music. MIB.2.A
- b Collaboratively identify and examine inquiry-based questions related to music. MIB.2.B
- c Monitor individual practice and progress toward goals. MIB.2.C

Intermediate

2 The student will apply a creative process for music. MII.2

- a Apply steps of a creative process in a variety of contexts in music. MII.2.A
- b Collaboratively identify and examine inquiry-based questions related to music. MII.2.B
- c Monitor individual practice and progress toward goals. MII.2.C

Advanced

2 The student will apply a creative process for music. MIAD.2

- a Apply steps of a creative process in a variety of contexts in music. MIAD.2.A
- b Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts. MIAD.2.B
- c Monitor individual practice and progress toward goals. MIAD.2.C

Critical Thinking and Communication

3 Analyze, interpret, and evaluate music. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.

Beginning

3 The student will analyze, interpret, and evaluate music. MIB.3

- a Describe and interpret diverse works of music using inquiry skills and music terminology. MIB.3.A
- b Describe accepted criteria used for evaluating works of music. MIB.3.B
- c Describe performances of music using music terminology. MIB.3.C

Intermediate

3 The student will analyze, interpret, and evaluate music. MII.3

- a Interpret diverse works of music using inquiry skills and music terminology. MII.3.A
- b Apply accepted criteria for analyzing, critiquing, and evaluating works of music. MII.3.B
- c Describe performances of music using music terminology. MII.3.C

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Advanced

3 The student will analyze, interpret, and evaluate music. MIAD.3

a Compare and contrast the style, cultural influences, and historical contexts of music literature being studied. MIAD.3.A

b Examine ways in which personal experiences influence critical judgment about works of music and musical performances. MIAD.3.B

c Apply accepted criteria for analyzing, evaluating, and critiquing works of music. MIAD.3.C

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4 **Formulate and justify personal responses and connections to music. Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.**

Beginning

4 The student will formulate and justify personal responses to music. MIB.4

a Identify reasons for preferences among works of music using music terminology. MIB.4.A

b Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive. MIB.4.B

c Describe aesthetic criteria used for determining the quality of a work of music or importance of a musical style. MIB.4.C

Intermediate

4 The student will formulate and justify personal responses to music. MII.4

a Explain how the factors of time and place influence the characteristics that give meaning and value to a work of music. MII.4.A

b Describe personal responses to works of music using music terminology. MII.4.B

c Analyze ways in which music can evoke emotion and be persuasive. MII.4.C

d Apply aesthetic criteria for determining the quality of a work of music or importance of a musical style. MII.4.D

Advanced

4 The student will formulate and justify personal responses to music. MIAD.4

a Analyze personal responses to works of music using music terminology. MIAD.4.A

b Identify personal criteria used for evaluating works of music. MIAD.4.B

c Apply criteria for determining the quality of a work of music or importance of a musical style. MIAD.4.C

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)evelop collaboration and communication skills for music rehearsal and)erformance. Identify and apply collaboration and communication skills for ehearsal and performance of music.

Beginning

5 The student will identify and demonstrate collaboration and communication skills for music. MIB.5

- a Participate in school performances, and in local, district, or regional events as appropriate to level, ability, and interest. MIB.5.A
- b Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). MIB.5.B
- c Describe and demonstrate active listening in rehearsal and as an audience member. MIB.5.C

Intermediate

5 The student will describe and demonstrate collaboration and communication skills for music. MII.5

- a Participate in curricular and co-curricular school performances, and in local, district, or regional events as appropriate to level, ability, and interest. MII.5.A
- b Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). MII.5.B
- c Demonstrate concert etiquette as an active listener. MII.5.C

Advanced

5 The student will explain and apply collaboration and communication skills for music. MIAD.5

- a Participate in curricular and co-curricular performances, and in local, district, or regional events as appropriate to level, ability, and interest. MIAD.5.A
- b Apply rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). MIAD.5.B
- c Consistently demonstrate exemplary concert etiquette as an active listener. MIAD.5.C

History, Culture, and Citizenship

6 Understand cultural and historical influences of music. Demonstrate understanding of cultural and historical influences of music.

Beginning

6 The student will explore historical and cultural influences of music. MIB.6

- a Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying. MIB.6.A
- b Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles. MIB.6.B

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Intermediate

6 The student will explore historical and cultural influences of music. MII.6

a Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying. MII.6.A

b Compare and contrast a variety of musical styles using music terminology. MII.6.B

c Compare and contrast the functions of instrumental music in a variety of cultures. MII.6.C

Advanced

6 The student will explore historical and cultural influences of music. MIAD.6

a Analyze the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying. MIAD.6.A

b Compare and contrast a variety of musical periods and styles using music terminology. MIAD.6.B

c Analyze the characteristics of instrumental music from a variety of cultures. MIAD.6.C

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7 Understand music as a form of community engagement. Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.

Beginning

7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment. MIB.7

Intermediate

7 The student will describe how musicians, consumers of music, and music advocates impact the community. MII.7

Advanced

7 The student will describe opportunities for music performance and advocacy within the community. MIAD.7

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8 Ethical and legal considerations for music and intellectual property. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.

Beginning

8 The student will examine and apply digital citizenship skills related to intellectual property as it relates to music. MIB.8

Intermediate

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8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. MII.8

Advanced

8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. MIAD.8

Innovation in the Arts

9 College, career, and the 21st Century Workplace. Connect music content and skills to career options, college opportunities, and the 21st Century workplace.

Beginning

9 The student will describe career options in music. MIB.9

Intermediate

9 The student will compare and contrast career options in music in relation to career preparation. MII.9

Advanced

9 The student will investigate connections between music skills and college, career, and workplace skills. MIAD.9

10 Understand and explore the impact of current and emerging technologies. Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.

Beginning

10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated. MIB.10

Intermediate

10 The student will identify and explore ways that new media is used to create and edit music. MII.10

Advanced

10 The student will explore and investigate technology and new media to create, edit, and present music. MIAD.10

11 Cultivate connections to other fine arts and fields of knowledge. Identify and cultivate connections between music and other fields of knowledge to develop problem-solving skills.

Beginning

11 The student will describe the connections of instrumental music to the other fine arts and other fields of knowledge. MIB.11

Intermediate

11 The student will examine the relationship of instrumental music to the other fine arts. MII.11

Advanced

11 The student will analyze cross-disciplinary connections with music. MIAD.11

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Technique and Application

12 Music Literacy: Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance. Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression

Beginning

12 The student will demonstrate music literacy. MIB.12

a Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. MIB.12.A

b Notate student-created compositions using standard notation. MIB.12.B

c Sing selected lines from music being studied. MIB.12.C

d Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests. MIB.12.D

e Identify, read, and perform music in simple meters (2 4 , 3 4 , 4 4 , C). MIB.12.E

f Define and apply music terminology found in the music literature being studied. MIB.12.F

g Read and interpret standard music notation while performing music of varying styles and levels of difficulty. MIB.12.G

h Sight-read music of varying styles and levels of difficulty. MIB.12.H

i Guitar student— read and create chord diagrams; read and perform basic rhythm guitar using G, G7, B7, C, D, D7, Dm, A, A7, Am, E, E7, Em, and F chords in first position. MIB.12.I

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Intermediate

12 The student will demonstrate music literacy. MII.12

- a Identify, define, and use standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. MII.12.A
- b Notate student-created compositions using standard notation. MII.12.B
- c Sing independent parts selected from the music being studied. MII.12.C
- d Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations. MII.12.D
- e Identify, read, and perform music in 2 2 (alla breve or cut time) and 6 8 meters. MII.12.E
- f Identify and perform music written in rondo and ternary forms. MII.12.F
- g Define and apply music terminology found in the music literature being studied. MII.12.G
- h Sight-read music of varying styles and levels of difficulty. MII.12.H
- i Guitar student—identify and perform music written in ABA and strophic forms. MII.12.I

Advanced

12 The student will demonstrate music literacy. MIAD.12

- a Identify, define, and use advanced standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. MIAD.12.A
- b Notate student-created compositions using standard notation. MIAD.12.B
- c Sing assigned parts in combination with other parts from the music being studied. MIAD.12.C
- d Read, count (using a counting system), perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests. MIAD.12.D
- e Identify, read, and perform music in complex meters, including compound and asymmetrical meters. MIAD.12.E
- f Identify and perform music written in theme-and-variations form. MIAD.12.F
- g Define and consistently apply music terminology found in the music literature being studied. MIAD.12.G
- h Read and interpret standard music notation while performing music of varying styles and levels of difficulty. MIAD.12.H
- i Sight-read music of varying styles and levels of difficulty. MIAD.12.I
- j Guitar student— read and create chord diagrams; read basic rhythm guitar using first position chords; read and correctly interpret guitar tablature. MIAD.12.J

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13 Scales

Beginning

13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords. MIB.13

a Wind/percussion student—one-octave concert F, B-flat, and E-flat major scales and chromatic patterns. MIB.13.A

b Orchestral string student—one-octave G, D, and C major scales and introduce the concept of minor scales. MIB.13.B

c Guitar student—one-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat; a chromatic scale; one form of the moveable, one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor; and 12-bar blues in a variety of keys. MIB.13.C

Intermediate

13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords. MII.13

b Orchestral string student—one-octave C, G, D, F, and B-flat major scales and a, e, g, and d minor scales (double bass dropping to lower string as needed). MII.13.B

a Wind/percussion student— concert C, F, Bflat, E-flat, A-flat, and G major scales; g and d minor scales; chromatic scale. MII.13.A

c Guitar student—scales and chords in root position and in inversions. One-octave major, natural minor, and harmonic minor scales up to four sharps/two flats. Chromatic scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. A 12-bar blues progression in the keys of A and E. MII.13.C

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Advanced

13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand, and perform scales, key signatures, and/or chords. MIAD.13

- a Wind/ percussion student— concert C, F, Bflat, E-flat, A-flat, D-flat, G, and D major scales; g, d, and c minor scales; an extended chromatic scale. MIAD.13.A
- b Orchestral string student—one-octave F and B-flat major scales; two-octave C, G, and D, and major scales a, e, b, d, and g minor scales. MIAD.13.B
- c Guitar student— ascending and descending scales; major, natural minor, and harmonic minor scales of at least two octaves up to five sharps/three flats; chromatic scales up to the 12th fret; two forms of the movable blues scales. First position, barre chords, and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. A 12-bar blues progression in a variety of keys. MIAD.13.C

14 Instrumental Procedures

Beginning

14 The student will demonstrate preparatory instrumental basics and playing procedures. MIB.14

- a Identify and select an appropriate instrument. MIB.14.A
- b Identify parts of the instrument. MIB.14.B
- c Identify procedures for care of the instrument. MIB.14.C
- d Identify proper playing posture and instrument position. MIB.14.D
- e Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner. MIB.14.E

Intermediate

14 The student will identify, describe, and demonstrate preparatory playing procedures. MII.14

- a Care and basic maintenance of the instrument. MII.14.A
- b Consistent use of proper playing posture, instrument position, and hand positions. MII.14.B
- c Basic tuning of the instrument, with and without an electronic tuner. MII.14.C

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Advanced

14 The student will independently demonstrate preparatory playing procedures. MIAD.14

- a Procedures for care and maintenance of the instrument. MIAD.14.A
- b Consistent use of proper playing posture, instrument position, and hand positions. MIAD.14.B
- c Basic tuning of the instrument, with and without an external source. MIAD.14.C

15 Instrumental Technique

Beginning

15 The student will demonstrate proper instrumental techniques. MIB.15

- a Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns. MIB.15.A
- b Match pitches and begin to make adjustments to facilitate correct intonation. MIB.15.B
- c Produce tones that are clear, free of tension, and sustained. MIB.15.C
- d Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent). MIB.15.D
- e Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, two-note slurs). MIB.15.E
- f Percussion student—stick control, appropriate grip, and performance of beginning roll, diddle, flam and drag rudiments; and multiple bounce roll; playing techniques on mallet and auxiliary instruments. MIB.15.F
- g Guitar student—correct left hand position and finger placement, right hand position and techniques (finger style and pick style). MIB.15.G

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Intermediate

15 The student will demonstrate proper instrumental techniques. MII.15

- a Adjust intonation while playing. MII.15.A
- b Produce tones that are clear, free of tension, sustained, and unwavering in pitch. MII.15.B
- c Wind student—proper breathing techniques and embouchure; contrasting articulations (legato, marcato). MII.15.C
- d Orchestral string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (détaché, accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando). MII.15.D
- e Percussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; playing techniques on mallet and auxiliary instruments. MII.15.E
- f Guitar student—right-hand techniques (finger style and pick style), and left-hand-techniques (vibrato, slurs, string-bending and barre techniques). MII.15.F

Advanced

15 The student will demonstrate proper instrumental techniques. MIAD.15

- a Consistently adjust and control intonation while playing. MIAD.15.A
- b Produce tones that are clear, free of tension, sustained, and centered in pitch. MIAD.15.B
- c Wind student—proper breathing techniques and embouchure; various articulations (tenuto, sforzando). MIAD.15.C
- d Orchestral string student—proper bow placement, weight, angle, speed, and pressure; various articulations (brush stroke, tremolo); a beginning vibrato motion; shifting to higher positions as needed. MIAD.15.D
- e Percussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; tuning timpani while playing; playing techniques on mallet and auxiliary instruments. MIAD.15.E
- f Guitar student—right-hand techniques (finger style and pick style) and left-hand techniques (vibrato, slurs, string-bending, and barre techniques). MIAD.15.F

16 Musicianship and Ensemble Skills

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Beginning

16 The student will demonstrate musicianship and ensemble skills at a beginning level. MIB.16

- a Identify the characteristic sound of the instrument being studied. MIB.16.A
- b Blend and balance instrumental timbres. MIB.16.B
- c Make adjustments to facilitate correct intonation. MIB.16.C
- d Match dynamic levels and playing style. MIB.16.D
- e Respond to conducting patterns and gestures. MIB.16.E
- f Maintain a steady beat at various tempos in the music literature being studied. MIB.16.F
- g Use articulations, dynamic contrasts, and phrasing as means of expression. MIB.16.G

Intermediate

16 The student will demonstrate musicianship and ensemble skills at an intermediate level. MII.16

- a Identify and produce the characteristic sound of the instrument being studied. MII.16.A
- b Blend and balance instrumental timbres. MII.16.B
- c Make adjustments to facilitate correct intonation. MII.16.C
- d Match dynamic levels and playing style. MII.16.D
- e Respond to conducting patterns and gestures. MII.16.E
- f Maintain a steady beat at various tempos in the music literature being studied. MII.16.F
- g Use articulations, dynamic contrasts, and phrasing as means of expression. MII.16.G

Advanced

16 The student will demonstrate musicianship and ensemble skills at an advanced level. MIAD.16

- a Make adjustments to facilitate correct intonation. MIAD.16.A
- b Produce the characteristic sound of the instrument being studied. MIAD.16.B
- c Blend and balance instrumental timbres. MIAD.16.C
- d Match dynamic levels, playing style, and intonation. MIAD.16.D
- e Respond to conducting patterns and gestures. MIAD.16.E
- f Maintain a steady beat at various tempos and perform tempo changes in the music literature being studied. MIAD.16.F
- g Use articulations, dynamic contrasts, and phrasing as means of expression. MIAD.16.G