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|  Middle School Music Band, Orchestra, Choir 2-4, and Jazz  | **Standards-Based EducationPriority Standards** |
| **6-8th Grade** |
| *Practice & Technique* |
| MU:Cr3.2.E.8 a. Share personally-developed melodies and rhythmic passages -- individually or as an ensemble -- that demonstrate understanding of characteristics of music or texts studied in rehearsal.  |
| MU: Pr5.1.E.8 a. Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensembles peers and other sources to refine performances.  |
| *Performing* |
| MU:Pr4.2.E.5 a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works informs prepared and/or improvised performances. |
| MU:Pr4.3.E.5 a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.  |
| MU: Pr5.1.E.5 a. Use self-reflection and peer feedback to refine individual and/or ensemble performances of a varied repertoire of music.  |
| MU: Pr6.1.E. 5 Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of a varied repertoire of music.  |
| *Responding & Connecting* |
| MU: Re8.1.5 a. Identify interpretations of the expressive intent and meaning of musical work, referring to the elements of music, contexts, and (when appropriate) the setting of the text.  |
| *Reading & Writing* |
| 6-8.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| 6-8.RST.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. |
| 6-8.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 6-8.WHST.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |