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| Middle School Music Band, Orchestra, Choir, & Jazz 2-4 | **Standards-Based Education Priority Standards** |
| **6-8th Grade** | |
| *Practice & Technique* | |
| C 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. | |
| D 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* | |
| B 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. | |
| B 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. | |
| A 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. | |
| B 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* | |
| C 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* | |
| A 6-8.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | |
| A 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. | |
| D 6-8.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| D 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. | |