

Kirkwood School District

6th-8th Grade General Music Curriculum

Course Description: Students in Sixth-Eighth Grade music courses will build upon previously learned music fundamentals. Throughout the courses students will deepen their appreciation of music and music literacy. Students will use various digital resources to create and show their understanding of music.

6-8 Scope and Sequence: All Artist Process Strands/Priority Standards are ongoing.

Strand 1: Create - *Creating an original musical work assists students in understanding the musical elements required to convey a mood or feeling. By learning and incorporating common practices in composition technique, students gain a greater depth of knowledge for the execution and performance of other musical works*

Strand 2: Performing/Presenting/Producing - *Performance experiences are critical to the development of musicians. Vocal performance skills encompass the tools needed to master, interpret, and produce a musical work. Ensemble performance skills are acquired when students rehearse and study music in preparation for culminating performances.*

Strand 3: Responding - *Interpreting the elements of music and the composer's intent contributes to the process of mastering a skill, and influences the emotional response from the performer and the listener.*

Strand 4: Connecting - *Students will relate knowledge and personal experiences to make music. Musical ideas and works are studied in societal, cultural, and historical context to deepen understanding critical to growth as a young musician. The principles and subject matter of various disciplines outside the arts are interrelated with those of music. Such as the processes of analysis, inquiry, and creativity.*

6-8 Music Essential Questions and Enduring Understanding

Enduring Understanding: • Musicians purposefully conceive and develop artistic ideas.	Essential Question: • How can we include others in our performance?
Enduring Understanding: • Understanding and appreciation of a variety of repertoire. • Respect the process and performance. • Everyone can participate in the creation of music. • Creating music is not an elite art form.	Essential Question: • How do we decide what performances are appropriate for an occasion?
Enduring Understanding: • Responses to music are personal and made with knowledge and understanding.	Essential Question: • How do musicians improve the quality of their creative work? • How do musicians decide when a performance is ready to share?
Enduring Understanding: • Music is created and performed in the contexts of society, culture, and history.	Essential Question: • How can we predict how music will sound by reading music notation? • How do we decide when our performance sounds the way that it should?

Course: 6 Grade General Music

Course Description: Students will build upon previously learned music fundamentals. Throughout the courses students will deepen their appreciation of music and music literacy. Students will use various digital resources to create and show their understanding of music.

Artist Process Strand 1: Create	Option 1: Students will be able to conceive and develop new artistic ideas and work. Option 2: Students will be able to develop and improve original artistic ideas and works.
Strand 1 Big Ideas (Enduring Understanding)	• Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work • Refine and complete artistic work
Strand 1 Essential Questions	• Why do people create music? • Where do composers get their ideas? • How do composers convey feelings and emotions in their music?
Strand 1 Student Learning Goals (Students will be able to...)	• Students will be able to... ◦ Identify and imitate simple rhythmic patterns ◦ Identify and imitate simple melodic patterns ◦ Develop and compose a musical idea using standard notation practices ◦ Create music using simple rhythmic notation (whole, half, quarter, etc), in the key of C, in 4/4 time ◦ Evaluate, refine and present an original musical composition
Strand 1 Vocabulary	Accompaniment, articulations (<i>accent, fermata, legato, staccato</i>), call and response, composition, dynamics (<i>pp-ff, crescendo, decrescendo</i>), echo, form, harmony, imitate, improvise, key, melody, meter, ostinato, pattern, phrase, pitch notation (<i>Treble clef and accidentals</i>), rhythm notation (whole to sixteenth, dotted), sequence, tempo (<i>accelerando, ritardando, allegro, andante, moderato</i>), texture, variation
Strand 1 Missouri Learning Standards	• MU:Cr1A.6a: 1. Generate and conceptualize artistic ideas and work. A. Imagine: a. Generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent. • MU:Cr2A.6a: 2. Organize and develop artistic ideas and work. A. Plan and make: a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. • MU:Cr2A.6b: 2. Organize and develop artistic ideas and work. : b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas. • MU:Cr3A.6a: 3. Refine and complete artistic work. A. Evaluate and Refine: a. Evaluate their own work, applying teacher provided criteria such as application of selected elements of music, and use of sound sources. • MU:Cr3A.6b: 3. Refine and complete artistic work. : b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

	• <i>MU:Cr3B.6a: 3. Refine and complete artistic work. B. Present: a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</i>
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Artist Process Strand 2: Performing	Option 1: Students will be able to realize artistic ideas and work through interpretation and presentation. Option 2: Students will be able to express artistic ideas by interpreting and presenting them.
Strand 2 Big Ideas	• Analyze and interpret artistic work for presentation • Develop and refine artistic techniques and work for presentation • Convey meaning through the presentation of artistic work.
Strand 2 Essential Questions	• Why do people perform music? • Why is expression important to a musician? • How does cultural and historical context inform performances? • How can rehearsal affect individual and ensemble performance? • How does a musician perform music to convey the creator's intent?
Strand 2 Student Learning Goals	• Students will be able to... ◦ Read music using simple rhythmic and melodic notation ◦ Interpret expressive intent and meaning of musical works ◦ Infer connections between the arts and non-arts related disciplines ◦ Identify characteristics and contexts of various historical periods, genres and styles
Strand 2 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 2 Missouri Learning Standards	• <i>MU:Pr4A.6a: 4. Select, analyze and interpret artistic work for presentation. A. Select: a. Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</i> • <i>MU:Pr4B.6a: 4. Select, analyze and interpret artistic work for presentation. B. Analyze: a. Explain how understanding the structure and the elements of music are used in music selected for performance.</i> • <i>MU:Pr4B.6b: 4. Select, analyze and interpret artistic work for presentation. : b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</i> • <i>MU:Pr4B.6c: 4. Select, analyze and interpret artistic work for presentation. : c. Identify how cultural and historical context inform performances.</i> • <i>MU:Pr4C.6a: 4. Select, analyze and interpret artistic work for presentation. C. Interpret: a. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style e, and phrasing) convey intent.</i>

	• <i>MU:Pr5A.6a: 5. Develop and refine artistic techniques and work for presentation. A. Rehearse, Evaluate, Refine: a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</i>
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Artist Process Strand 3: Responding	Option 1: Students will be able to understand and evaluate how music conveys meaning. Option 2: Students will be able to recognize and assess how music communicates meaning.
Strand 3 Big Ideas	• Perceive and analyze artistic work • Interpret intent and meaning in artistic work • Apply criteria to evaluate artistic work
Strand 3 Essential Questions	• Why is musical analysis important to a musician? • How does an ensemble elicit a specific response to listeners? • How do the elements of music affect a listener's response? • How do we evaluate the quality of an ensemble's performance?
Strand 3 Student Learning Goals	• Students will be able to... ○ Identify reasons for selecting music citing musical elements, purpose, and/or context ○ Identify the form of performed repertoire ○ Identify characteristics and contexts of various historical periods, genres and styles ○ Understand what the composer is communicating citing musical elements ○ Distinguish between quality and non-quality performances citing musical elements
Strand 3 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 3 Missouri Learning Standards	• <i>MU:R7A.6a: 7. Perceive and analyze artistic work. A. Select: a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</i> • <i>MU:R7B.6a: 7. Perceive and analyze artistic work. B. Analyze: a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</i> • <i>MU:R7B.6b: 7. Perceive and analyze artistic work. : b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</i> • <i>MU:R8A.6a: 8. Interpret intent and meaning in artistic work. A. Interpret: a. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods,</i>

	<i>convey expressive intent.</i> • <i>MU:R9A.6a: 9. Apply criteria to evaluate artistic work. A. Evaluate: a. Apply teacher provided criteria to evaluate musical works or performances.</i>
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Artist Process Strand 4: Connecting	Option 1: Students will be able to relate artistic ideas and work with personal meaning and external context. Option 2: Students will be able to connect artistic concepts and work with personal significance and outside context.
Strand 4 Big Ideas	• Synthesize and relate knowledge and personal experiences to make art • Relate artistic ideas and works with societal, cultural historical context to deepen understanding
Strand 4 Essential Questions	• How have music and culture influenced one another? • What role has music played throughout history? • What can the historical context tell us about the composer's intent when performing a piece of music? • How does music connect to the other disciplines? • How interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music?
Strand 4 Student Learning Goals	• Students will be able to... ◦ Distinguish between quality and non-quality performances citing musical elements ◦ Interpret expressive intent and meaning of musical works ◦ Infer connections between the arts and non-arts related disciplines ◦ Identify characteristics and contexts of various historical periods, genres, and styles
Strand 4 Vocabulary	Blues, composer, contrast, culture, folk music, genre/style, intent, patriotic, performance quality, repertoire, sacred, secular, spirituals,
Strand 4 Missouri Learning Standards	• <i>MU:Cn10A.6a: 10. Synthesize and relate knowledge and personal experiences to make art. A. Making Connections: a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</i> • <i>MU:Cn11A.6a: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Understanding Connections: a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i>

Course: 7th Grade Music

Course Description: Students will build upon previously learned music fundamentals. Throughout the courses students will deepen their appreciation of music and music literacy. Students will use various digital resources to create and show their understanding of music.

Artist Process Strand 1: Create	
Strand 1 Big Ideas	• Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work • Refine and complete artistic work
Strand 1 Essential Questions	• Why do people create music? • Where do composers get their ideas? • How do composers convey feelings and emotions in their music?
Strand 1 Student Learning Goals	• Students will be able to... ◦ Identify and imitate simple rhythmic patterns ◦ Identify and imitate simple melodic patterns ◦ Develop and compose a musical idea using standard notation practices ◦ Create music using simple rhythmic notation (whole, half, quarter, etc), in the key of C, in 4/4 time ◦ Evaluate, refine and present an original musical composition
Strand 1 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp</i>-<i>ff</i>, <i>crescendo</i>, <i>decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 1 Missouri Learning Standards	• <i>MU:Cr1A.7a: 1. Generate and conceptualize artistic ideas and work. A. Imagine: a. Generate rhythmic, melodic and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent</i> • <i>MU:Cr2A.7a: 2. Organize and develop artistic ideas and work. A. Plan and make: a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</i> • <i>MU:Cr2A.7b: 2. Organize and develop artistic ideas and work. : b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</i> • <i>MU:Cr3A.7a: 3. Refine and complete artistic work. A. Evaluate and Refine: a. Evaluate their own</i>

	<i>work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</i> • <i>MU:Cr3A.7b: 3. Refine and complete artistic work. : b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</i> • <i>MU:Cr3B.7a: 3. Refine and complete artistic work. B. Present: a. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</i>
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Artist Process Strand 2: Performing, Presenting, Producing	
Strand 2 Big Ideas	- Analyze and interpret artistic work for presentation - Develop and refine artistic techniques and work for presentation - Convey meaning through the presentation of artistic work.
Strand 2 Essential Questions	- Why do people perform music? - Why is expression important to a musician? - How does cultural and historical context inform performances? - How can rehearsal affect individual and ensemble performance? - How does a musician perform music to convey the creator's intent?
Strand 2 Student Learning Goals	- Students will be able to... - Read music using simple rhythmic and melodic notation - Interpret expressive intent and meaning of musical works - Infer connections between the arts and non-arts related disciplines - Identify characteristics and contexts of various historical periods, genres and styles
Strand 2 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 2 Missouri Learning Standards	<i>MU:Pr4A.7a: 4. Select, analyze and interpret artistic work for presentation. A. Select: a. Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges and reasons for choices.</i> <i>MU:Pr4B.7a: 4. Select, analyze and interpret artistic work for presentation. B. Analyze: a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</i> <i>MU:Pr4B.7b: 4. Select, analyze and interpret artistic work for presentation. : b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</i>

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| | <ul style="list-style-type: none">• <i>MU:Pr4B.7c: 4. Select, analyze and interpret artistic work for presentation. : c. Identify how cultural and historical context inform performances and result in different music interpretations</i>• <i>MU:Pr4C.7a: 4. Select, analyze and interpret artistic work for presentation. C. Interpret: a. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style e, and phrasing) convey intent.</i>• <i>MU:Pr5A.7a: 5. Develop and refine artistic techniques and work for presentation. A. Rehearse, Evaluate, Refine: a. Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</i> |
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Artist Process Strand 3: Responding	
Strand 3 Big Ideas	● Perceive and analyze artistic work ● Interpret intent and meaning in artistic work ● Apply criteria to evaluate artistic work
Strand 3 Essential Questions	● Why is musical analysis important to a musician? ● How does an ensemble elicit a specific response to listeners? ● How do the elements of music affect a listener's response? ● How do we evaluate the quality of an ensemble's performance?
Strand 3 Student Learning Goals	● Students will be able to... ○ Identify reasons for selecting music citing musical elements, purpose, and/or context ○ Identify the form of performed repertoire ○ Identify characteristics and contexts of various historical periods, genres and styles ○ Understand what the composer is communicating citing musical elements ○ Distinguish between quality and non-quality performances citing musical elements
Strand 3 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 3 Missouri Learning Standards	● <i>MU:R7A.7a: 7. Perceive and analyze artistic work. A. Select: a. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</i> ● <i>MU:R7B.7a: 7. Perceive and analyze artistic work. B. Analyze: a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</i> ● <i>MU:R7B.7b: 7. Perceive and analyze artistic work. : b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</i> ● <i>MU:R8A.7a: 8. Interpret intent and meaning in artistic work. A. Interpret: a. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</i> ● <i>MU:R9A.7a: 9. Apply criteria to evaluate artistic work. A. Evaluate: a. Select from teacher-provided criteria to evaluate musical works or performances.</i>

Artist Process Strand 4: Connecting	
Strand 4 Big Ideas	• Synthesize and relate knowledge and personal experiences to make art • Relate artistic ideas and works with societal, cultural historical context to deepen understanding
Strand 4 Essential Questions	• How have music and culture influenced one another? • What role has music played throughout history? • What can the historical context tell us about the composer's intent when performing a piece of music? • How does music connect to the other disciplines? • How interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music?
Strand 4 Student Learning Goals	• Students will be able to... ◦ Distinguish between quality and non-quality performances citing musical elements ◦ Interpret expressive intent and meaning of musical works ◦ Infer connections between the arts and non-arts related disciplines ◦ Identify characteristics and contexts of various historical periods, genres, and styles
Strand 4 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 4 Missouri Learning Standards	• <i>MU:Cn10A.7a: 10. Synthesize and relate knowledge and personal experiences to make art. A. Making Connections: a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</i> • <i>MU:Cn11A.7a: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Understanding Connections: a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i>

Course: 8th Grade General Music

Course Description: Students will build upon previously learned music fundamentals. Throughout the courses students will deepen their appreciation of music and music literacy. Students will use various digital resources to create and show their understanding of music.

Artist Process Strand 1: Create	
Strand 1 Big Ideas	• Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work • Refine and complete artistic work
Strand 1 Essential Questions	• Why do people create music? • Where do composers get their ideas? • How do composers convey feelings and emotions in their music?
Strand 1 Student Learning Goals	• Students will be able to... ○ Identify and imitate simple rhythmic patterns ○ Identify and imitate simple melodic patterns ○ Develop and compose a musical idea using standard notation practices ○ Create music using simple rhythmic notation (whole, half, quarter, etc), in the key of C, in 4/4 time ○ Evaluate, refine and present an original musical composition
Strand 1 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 1 Missouri Learning Standards	• <i>MU:Cr1A.8a: 1. Generate and conceptualize artistic ideas and work. A. Imagine: a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</i> • <i>MU:Cr2A.8a: 2. Organize and develop artistic ideas and work. A. Plan and make: a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey expressive intent.</i> • <i>MU:Cr2A.8b: 2. Organize and develop artistic ideas and work. A. Plan and make: b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</i>

	• <i>MU:Cr3A.8a: 3. Refine and complete artistic work. A. Evaluate and Refine: a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</i> • <i>MU:Cr3A.8b: 3. Refine and complete artistic work. A. Evaluate and Refine: b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</i> • <i>MU:Cr3B.8a: 3. Refine and complete artistic work. B. Present: a. Present the final version of their documented personal 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.</i>
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Artist Process Strand 2: Performing/Presenting/Producing	
Strand 2 Big Ideas	• Analyze and interpret artistic work for presentation • Develop and refine artistic techniques and work for presentation • Convey meaning through the presentation of artistic work.
Strand 2 Essential Questions	• Why do people perform music? • Why is expression important to a musician? • How does cultural and historical context inform performances? • How can rehearsal affect individual and ensemble performance? • How does a musician perform music to convey the creator's intent?
Strand 2 Student Learning Goals	• Students will be able to... ◦ Read music using simple rhythmic and melodic notation ◦ Interpret expressive intent and meaning of musical works ◦ Infer connections between the arts and non-arts related disciplines ◦ Identify characteristics and contexts of various historical periods, genres and styles
Strand 2 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 2 Missouri Learning Standards	• <i>MU:Pr4A.8a: 4. Select, analyze and interpret artistic work for presentation. A. Select: a. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges and reasons for choices.</i>

	• <i>MU:Pr4B.8a: 4. Select, analyze and interpret artistic work for presentation. B. Analyze: a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</i> • <i>MU:Pr4B.8b: 4. Select, analyze and interpret artistic work for presentation. B. Analyze: b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</i> • <i>MU:Pr4B.8c: 4. Select, analyze and interpret artistic work for presentation. B. Analyze: c. Identify how cultural and historical context inform performances and result in different musical effects.</i> • <i>MU:Pr4C.8a: 4. Select, analyze and interpret artistic work for presentation. C. Interpret: a. Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</i> • <i>MU:Pr5A.8a: 5. Develop and refine artistic techniques and work for presentation. A. Rehearse, Evaluate, Refine: a. Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform</i>
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Artist Process Strand 3: Responding	
Strand 3 Big Ideas	• Perceive and analyze artistic work • Interpret intent and meaning in artistic work • Apply criteria to evaluate artistic work
Strand 3 Essential Questions	• Why is musical analysis important to a musician? • How does an ensemble elicit a specific response to listeners? • How do the elements of music affect a listener's response? • How do we evaluate the quality of an ensemble's performance?
Strand 3 Student Learning Goals	• Students will be able to... ○ Identify reasons for selecting music citing musical elements, purpose, and/or context ○ Identify the form of performed repertoire ○ Identify characteristics and contexts of various historical periods, genres and styles ○ Understand what the composer is communicating citing musical elements ○ Distinguish between quality and non-quality performances citing musical elements

Strand 3 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 3 Missouri Learning Standards	• <i>MU:R7A.8a: 7. Perceive and analyze artistic work. A. Select: a. Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</i> • <i>MU:R7B.8a: 7. Perceive and analyze artistic work. B. Analyze: a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.</i> • <i>MU:R7B.8b: 7. Perceive and analyze artistic work. B. Analyze: b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</i> • <i>MU:R8A.8a: 8. Interpret intent and meaning in artistic work. A. Interpret: a. Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</i> • <i>MU:R9A.8a: 9. Apply criteria to evaluate artistic work. A. Evaluate: a. Apply appropriate personally developed criteria to evaluate musical works or performances.</i>

Artist Process Strand 4: Connecting	
Strand 4 Big Ideas	• Synthesize and relate knowledge and personal experiences to make art • Relate artistic ideas and works with societal, cultural historical context to deepen understanding
Strand 4 Essential Questions	• How have music and culture influenced one another? • What role has music played throughout history? • What can the historical context tell us about the composer's intent when performing a piece of music? • How does music connect to the other disciplines? • How interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music?
Strand 4 Student Learning Goals	• Students will be able to... ○ Distinguish between quality and non-quality performances citing musical elements ○ Interpret expressive intent and meaning of musical works ○ Infer connections between the arts and non-arts related disciplines ○ Identify characteristics and contexts of various historical periods, genres, and styles

Strand 4 Vocabulary	Acapella, accompaniment, balance, blend, canon/round, conductor, decorum, diction, dynamics (<i>pp-ff, crescendo, decrescendo</i>), ensemble, expression, form, genre/style, harmony, historical/cultural significance, intonation, melodic accuracy, melody, part-singing, pattern, performance quality, phrasing, repertoire, rhythm, rhythmic accuracy, sight-reading, solfege, solo, song/piece, tempo, timbre/tone, unison
Strand 4 Missouri Learning Standards	• <i>MU:Cn10A.8a: 10. Synthesize and relate knowledge and personal experiences to make art. A. Making Connections: a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</i> • <i>MU:CN11A.8a: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. A. Understanding Connections: a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i>