



Arizona Arts Standards

General Music 6-8

2015

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p>Creating (Cr) Conceiving and developing new artistic ideas and work.</p>	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3. <ol style="list-style-type: none"> a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. b. Musicians' presentation of creative work is the culmination of a process of creation and communication. 	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. <ol style="list-style-type: none"> a. How do musicians improve the quality of their creative work? b. When is creative work ready to share?
<p>Performing (Pr) Realizing artistic ideas and work through interpretation and presentation.</p>	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. b. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. c. Performers make interpretive decisions based on their understanding of context and expressive intent. 5. 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. 6. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. How do performers select repertoire? b. How does understanding the structure and context of musical works inform performance? c. How do performers interpret musical works? 5. How do musicians improve the quality of their performance? 6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p>Responding (Re) Understanding and evaluating how the arts convey meaning.</p>	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to artistic work. 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> a. How do individuals choose music to experience? b. How does understanding the structure and context of music inform a response? 8. How do we discern the musical creators' and performers' expressive intent? 9. How do we judge the quality of musical work(s) and performance(s)?
<p>Connecting (Cn) Relating artistic ideas and work with personal meaning and external context.</p>	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<ol style="list-style-type: none"> 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 11. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<ol style="list-style-type: none"> 10. How do musicians make meaningful connections to creating, performing, and responding? 11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

General Music – Grade 6

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:6.Cr1.a	Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g., AB , ABA , rondo , theme and variations , etc.).
	MU:6.Cr1.b	Generate musical ideas (e.g., rhythms , melodies , and accompaniment patterns) within related tonalities, meters , and simple chord changes within a specified form .
Cr2 Organize and develop artistic ideas and work	MU:6.Cr2.a	Demonstrate selected and developed ideas for improvisations , arrangements , or compositions with (e.g., defined beginning, middle, and ending).
	MU:6.Cr2.b	Use notation to document personal or collective rhythmic , melodic, and two- or three-chord harmonic musical ideas (e.g., chords).
Cr3 Refine and complete artistic work	MU:6.Cr3.a	Describe the rationale for revising the music based on evaluation criteria and feedback from their teacher.
	MU:6.Cr3.b	Present the final version of personally or collectively created music to others and explain their creative process.
Performing (Pr)		
Pr4 Select , analyze , and interpret artistic work for performance	MU:6.Pr4.a	Select music to perform using teacher-provided criteria .
	MU:6.Pr4.b	Demonstrate understanding of the form in music selected for performance .
	MU:6.Pr4.c	Read and perform using notation (e.g., syncopation).
	MU:6.Pr4.d	Explain how interpretation is connected to expressive intent (e.g., Context)
Pr5 Develop and refine artistic techniques and work for presentation	MU:6.Pr5.a	Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance .
	MU:6.Pr5.b	With an appropriate level of independence rehearse to refine technique, expression , and identified performance challenges.
Pr6 Convey meaning through the presentation of artistic work	MU:6.Pr6.a	Perform music with appropriate expression , technique, and interpretation .
	MU:6.Pr6.b	Demonstrate performance and audience decorum appropriate for the occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:6.Re7.a	Compare and contrast one's listening preferences with those of others.
	MU:6.Re7.b	Demonstrate and explain how musical concepts and contexts affect responses to music.
Re8 Interpret intent and meaning in artistic work	MU:6.Re8.a	Demonstrate and describe expressive attributes and context and how they support creators' / performers' expressive intent .
Re9 Apply criteria to evaluate artistic work	MU:6.Re9.a	Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:6.Cn10.a	Explain why particular pieces of music are important to one's family or cultural heritage.
	MU:6.Cn10.b	Reflect on and discuss the roles and impact various musics play in one's life and the lives of others.
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:6.Cn11.a	Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
	MU:6.Cn11.b	Identify and describe how context (e.g., social , cultural , and historical) can inform a performance .

General Music – Grade 7

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:7.Cr1.a	Improvise rhythmic, melodic, and harmonic phrases within a specified form (e.g., AB, ABA, rondo, theme and variations, etc.).
	MU:7.Cr1.b	Generate coherent musical ideas (e.g., rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.
Cr2 Organize and develop artistic ideas and work	MU:7.Cr2.a	Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., with unity and variety).
	MU:7.Cr2.b	Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.
Cr3 Refine and complete artistic work	MU:7.Cr3.a	Describe the rationale for revising the music based on evaluation criteria and feedback from others (teacher and peers).
	MU:7.Cr3.b	Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.
Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	MU:7.Pr4.a	Select music to perform using teacher-provided criteria and explain reasons for choices.
	MU:7.Pr4.b	Demonstrate understanding of the form in music selected for performance.
	MU:7.Pr4.c	Read and perform using notation (e.g., syncopation).
	MU:7.Pr4.d	Explain how interpretation is connected to expressive intent in various musics.
Pr5 Develop and refine artistic techniques and work for presentation	MU:7.Pr5.a	Apply collaboratively developed criteria and feedback to evaluate personal and ensemble performance.
	MU:7.Pr5.b	With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.
Pr6 Convey meaning through the presentation of artistic work	MU:7.Pr6.a	Perform music with appropriate expression, technique, and interpretation.
	MU:7.Pr6.b	Demonstrate performance and audience decorum appropriate for the occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:7.Re7.a	Compare and contrast one's listening preferences with those of others.
	MU:7.Re7.b	Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (e.g., personal and social).
Re8 Interpret intent and meaning in artistic work	MU:7.Re8.a	Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent.
Re9 Apply criteria to evaluate artistic work	MU:7.Re9.a	Apply collaboratively developed criteria to evaluate musical works and performances.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:7.Cn10.a	Identify examples of how music helps to create a sense of identity, community, and solidarity.
	MU:7.Cn10.b	Reflect on and discuss the roles and impact various musics play in one's life and the lives of others.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	MU:7.Cn11.a	Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
	MU:7.Cn11.b	Identify and explain how context (e.g., social, cultural, and historical) can inform a performance.

General Music – Grade 8

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:8.Cr1.a	Improvise rhythmic, melodic, and harmonic ideas within expanded forms (e.g., introductions, transitions, codas, etc.).
	MU:8.Cr1.b	Generate coherent musical ideas (e.g., rhythms , melodies , and accompaniment patterns) within related tonalities, meters , and simple chord changes within a specified form .
Cr2 Organize and develop artistic ideas and work	MU:8.Cr2.a	Demonstrate and document selected and developed ideas for improvisations , arrangements , or compositions (e.g., unity , variety , balance, tension, and release).
	MU:8.Cr2.b	Use notation to document personal or collective rhythmic phrases , melodic phrases , and harmonic sequences .
Cr3 Refine and complete artistic work	MU:8.Cr3.a	Describe the rationale for revising the music based on evaluation criteria and feedback from others (teacher and peers).
	MU:8.Cr3.b	Present the final version of their documented personally or collectively created music to others and explain their creative process and intent .
Performing (Pr)		
Pr4 Select , analyze , and interpret artistic work for performance	MU:8.Pr4.a	Select music to perform using personally developed criteria and explain reasons for choices.
	MU:8.Pr4.b	Compare and contrast the form in music selected for performance .
	MU:8.Pr4.c	Read and perform using notation (e.g., syncopation).
	MU:8.Pr4.d	Explain how interpretation is connected to expressive intent in various musics.
Pr5 Develop and refine artistic techniques and work for presentation	MU:8.Pr5.a	Apply personally and/or collaboratively developed criteria and feedback to evaluate personal and ensemble performance .
	MU:8.Pr5.b	With an appropriate level of independence rehearse to refine technique, expression , and identified performance challenges.
Pr6 Convey meaning through the presentation of artistic work	MU:8.Pr6.a	Perform music with appropriate expression , technique, and interpretation .
	MU:8.Pr6.b	Demonstrate performance and audience decorum appropriate for the occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:8.Re7.a	Compare and contrast one's listening preferences with those of others.
	MU:8.Re7.b	Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music.
Re8 Interpret intent and meaning in artistic work	MU:8.Re8.a	Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent .
Re9 Apply criteria to evaluate artistic work	MU:8.Re9.a	Apply personally and/or collaboratively developed criteria to evaluate musical works and performances .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:8.Cn10.a	Explain how music helps to create a sense of identity, community, and solidarity.
	MU:8.Cn10.b	Reflect on and discuss the roles and impact various musics play in one's life and the lives of others.
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:8.Cn11.a	Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
	MU:8.Cn11.b	Identify and explain how context (e.g., social , cultural , and historical) can inform a performance .



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