Kansas Fine Arts

Music: General Music: Grade 8

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

1. **Imagine: Generate musical ideas for various purposes and contexts.** CR.1
   8. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. CR.1.8
2. **Plan and Make: Select and develop musical ideas for defined purposes and contexts.** CR.2
   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. CR.2.8.A
   b. Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. CR.2.8.B
3. **Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.** CR.3
   a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. CR.3.8.A
   b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria. CR.3.8.B
4. **Present: Share creative musical work that coveys intent, demonstrates craftsmanship, and exhibits originality.** CR.4
   8. 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. CR.4.8

Performing – Realizing artistic ideas and work through interpretation and presentation.

1. **Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.** PR.1
   8. 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. PR.1.8

2. **Analyze: Analyze the structure and context of varied musical works and their implications for performance.** PR.2
   a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. PR.2.8.A
   b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. PR.2.8.B
   c. Identity how cultural and historical context inform performances and result in different musical effects. PR.2.8.C

3. **Interpret: Develop personal interpretations that consider creators' intent.** PR.3
   8. 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). PR.3.8

4. **Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4
   8. 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. PR.4.8

5. **Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5
   a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. PR.5.8.A
   b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style. PR.5.8.B

Responding – Understanding and evaluating how the arts convey meaning.

1. **Select: Choose music appropriate for a specific purpose or context.** RE.1
   8. 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. RE.1.8

2. **Analyze: Analyze how the structure and context of varied musical works inform the response.** RE.2
   a. Compare how the elements of music and expressive qualities relate to the structure within programs of music. RE.2.8.A
   b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. RE.2.8.B

3. **Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** RE.3

    8. 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. RE.3.8

4. **Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** RE.4

    8. Apply appropriate personally-developed criteria to evaluate musical works or performances. RE.4.8