

# 1.3A Music Standards: by the End of Grade 8

## Creating

### Anchor Standard 1 Generating and conceptualizing ideas.

- a Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). **1.3A.8.CR1A**

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### Anchor Standard 2 Organizing and developing ideas.

- a Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent. **1.3A.8.CR2A**
- b Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences. **1.3A.8.CR2B**

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### Anchor Standard 3 Refining and completing products

- a Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources. **1.3A.8.CR3A**
  - b Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent. **1.3A.8.CR3B**
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## Performing

### Anchor Standard 4 Selecting, analyzing, and interpreting work

- a Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices. [1.3A.8.PR4A](#)
  - b Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. [1.3A.8.PR4B](#)
  - c Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. [1.3A.8.PR4C](#)
  - d Identify and explain how cultural and historical context inform performances and result in different musical effects. [1.3A.8.PR4D](#)
  - e 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 (e.g., dynamics, tempo, timbre, articulation/style, phrasing). [1.3A.8.PR4E](#)
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### Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.

- a Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform. [1.3A.8.PR5A](#)
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### Anchor Standard 6 Conveying meaning through art.

- a Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. [1.3A.8.PR6A](#)
  - b Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. [1.3A.8.PR6B](#)
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## Responding

### Anchor Standard 7 Perceiving and analyzing products.

- a Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. [1.3A.8.RE7A](#)
- b Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance). [1.3A.8.RE7B](#)
- c Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. [1.3A.8.RE7C](#)

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**Anchor Standard 8 Applying criteria to evaluate products.**

- a Apply appropriate personally developed criteria to evaluate musical works or performances. [1.3A.8.RE8A](#)

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**Anchor Standard 9 Interpreting intent and meaning.**

- a Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. [1.3A.8.RE9A](#)

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**Connecting**

**Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.**

- a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. [1.3A.8.CN10A](#)

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**Anchor Standard 11 Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. [1.3A.8.CN11A](#)