

## *General Music Standards Grades 6-8*

### **RESPONDING: UNDERSTANDING AND EVALUATING HOW THE ARTS CONVEY MEANING**

#### **Anchor Standard #7 - Receive and analyze artistic work**

**Grade 6:** a. Compare and contrast one's listening preferences with those of others.

**Grade 7:** a. Compare and contrast one's listening preferences with those of others.

**Grade 8:** a. Compare and contrast one's listening preferences with those of others.

Suggested questions to promote discussion:

1. What is your favorite type of music and why?
2. What is your parents' favorite type of music and why?
3. What is your grandparents' favorite type of music and why?
4. Have your preferences changed? Why or why not?
5. Do you think your parents or grandparents' preferences have changed?

#### **Anchor Standard #8 - Interpret intent and meaning in artistic work**

**Grade 6:** a. Demonstrate and describe expressive attributes and context and how they support creators' and performers' expressive intent.

**Grade 7:** a. Classify and describe expressive attributes and context and how they support creators' and performers' expressive intent.

**Grade 8:** a. Classify and describe expressive attributes and context and how they support creators' and performers' expressive intent.

Suggested questions to promote discussion:

1. What did you hear that supports what the composer or study guide has commented about the work?
2. How was this effective for you?

#### **Anchor Standard # 9 - Apply criteria to evaluate artistic work**

**Grade 6:**a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.

**Grade 7:** . Apply collaboratively-developed criteria to evaluate musical works and performances.

**Grade 8:** a. Apply personally and/or collaboratively-developed criteria to evaluate musical works and performances.

Suggested questions to promote discussion:

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1. Explain why you liked this composition/what was your favorite part and why?
2. Explain why you did not like this composition/what was most disagreeable about this composition and why?
3. What do you think might improve this composition and why?
4. Of all the instruments you heard today, what is your favorite and why? What is your least favorite and why?

### **CONNECTING: RELATING ARTISTIC IDEAS AND WORK WITH PERSONAL MEANING AND EXTERNAL CONTEXT**

#### **Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art**

##### **Grade 6:**

- a) Explain why particular pieces of music are important to one's family or cultural heritage.
- b) Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.

##### **Grade 7:**

- a) Identify examples of how music helps to create a sense of identity, community, and solidarity.
- b) Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.

##### **Grade 8:**

- a) Explain how music helps to create a sense of identity, community, and solidarity.
- b) Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.

Suggested questions to promote discussion:

1. What type of music would you expect to hear at a (*identify a type*) Cultural Festival? Why?
2. How important is music in your life? Your family? Explain why you think that.

#### **Anchor Standard #11 — Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

##### **Grade 6:**

- a) Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b) Identify and describe how context (e.g., social, cultural, and historical) can inform a performance

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### **Grade 7:**

- a) Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b) Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.

### **Grade 8:**

- a) Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b) Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.

Suggested questions to promote discussion:

1. How does knowing what a composition is suppose to be about make a difference to you and your understanding of it?
2. How does music make a dance better or worse?
3. Name some “popular” music from an historical era, e.g. American Revolution, The Civil War. When you hear that music, what’s the first think that comes to mind?

***High School***

**PERFORMING**

**Anchor Standard # 6 - Convey meaning through the presentation of artistic work**

**HS Proficient:** Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

**HS Accomplished:** Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.

**HS Advanced:** Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.

Suggested questions to promote discussion:

1. What part(s) of this composition did the composer use to convey the intended feeling/meaning?
2. How was this effective?

**RESPONDING: UNDERSTANDING AND EVALUATING HOW THE ARTS CONVEY MEANING**

**Anchor Standard #7 - Perceive and analyze artistic work**

**HS Proficient:**

- a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one- part, cyclical, binary), and describe the choices as models for composition.
- b. Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

**HS Accomplished:**

- a. Apply teacher-provided or personally- developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
- b. Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain

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how the analysis provides models for personal growth as composer, performer, and/or listener.

### **HS Advanced:**

- a. Apply researched or personally- developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
- b. Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

Suggested questions to promote discussion:

(Note: this section needs preparation by students & teacher prior to presentation)

### **Anchor Standard #8 - Apply criteria to evaluate artistic work**

**HS Proficient:** Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

**HS Accomplished:** Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.

**HS Advanced:** Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.

Suggested questions to promote discussion:

1. After listening to the composition, make note of several fundamentals of music theory (e.g., chord structure, tonal/atonal, major/minor key).
2. Describe how these did or did not contribute to the expressive aspects of this composition

### **CONNECTING: RELATING ARTISTIC IDEAS AND WORK WITH PERSONAL MEANING AND EXTERNAL CONTEXT**

#### **Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art**

**HS Proficient:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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**HS Accomplished:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**HS Advanced:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Suggested questions to promote discussion:

(Note: this section needs preparation by students & teacher prior to presentation)

### **Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

**HS Proficient:** Explain how music is affected by one's knowledge outside the arts

**HS Accomplished:** Analyze how music is affected by one's knowledge outside the arts.

**HS Advanced:** Analyze how music and other art forms involve and are affected by one's knowledge outside the arts.

Suggested questions to promote discussion:

1. What do you think the composer needed to know or experience before working on this piece? Why?