

Strings Grade 8

CREATING



ESSENTIAL QUESTION

How do musicians conceive and develop new ideas and work?

BIG IDEAS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Cr.1 (Imagine)
- Musicians' creative choices are influenced by their expertise, context, and expressive intent. Cr.2 (Plan and Make)
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Cr.3 (Evaluate and Refine)
- Musicians' presentation of creative work is the culmination of a process of creation and communication. Cr.4 (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1(Imagine)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Plan and Make, Present)

GUIDING QUESTIONS

- How do musicians generate creative ideas? Cr.1
- How do musicians make creative decisions? Cr.2
- How do musicians improve the quality of their creative work? Cr.3
- When is creative work ready to share? Cr.4

GRADE LEVEL FOCUS

The grade level focus of this domain is to further develop students' music creation skills. Students will compose and improvise ideas for melodies and rhythmic passages based on characteristics of music studied in rehearsal. They will select and develop draft melodies and rhythmic passages and record them using handwritten manuscript, music writing software, and/or audio recording. Students will evaluate and refine ideas based on knowledge, skill and collaboratively developed criteria and perform or present the revised composition to an audience through audio recording or live informal performance.

FOCUS STANDARDS

- Intermediate Cr.1.1 Compose and improvise ideas for melodies and rhythmic **passages** based on characteristic(s) of music or text(s) studied in rehearsal.

- Intermediate Cr.2.I Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.
- Intermediate Cr.3.I Evaluate and refine draft compositions and improvisations based on knowledge, skill, and **collaboratively-developed criteria**.
- Intermediate Cr.4.I Share personally-developed melodies and **rhythmic passages** – individually or as an ensemble – that demonstrate understanding of the characteristics of music or texts studied in rehearsal.

PERFORMING

ESSENTIAL QUESTION

How do musicians realize artistic ideas and work through interpretation and presentation?

BIG IDEAS

- 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. PR.1 (Select)
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. PR.2 (Analyze)
- Performers make interpretive decisions based on their understanding of context and expressive intent. Pr.3(Interpret)
- 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. Pr.4, Pr.5 (Rehearse, Evaluate and Refine) (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Present)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Present)

GUIDING QUESTIONS

(Source: KSDE Music Standards - Essential Questions for each Process Components, Standard 2)

- How do performers select repertoire? Pr.1
- How does understanding the structure and context of musical works inform performance? Pr.2
- How do performers interpret musical works? Pr.3
- How do musicians improve the quality of their performance? Pr.4, Pr.5

GRADE LEVEL FOCUS

The grade level focus for this domain is for students to gain a deeper understanding of the formal design and context of the music and to demonstrate an understanding of that context through performance. They will continue to emphasize musicianship while mastering a broader range of pitches, rhythms and techniques. In addition, students will develop strategies to address technical challenges and evaluate the success of those strategies using feedback from ensemble peers and other sources to refine performances of music representing diverse cultures and styles.

FOCUS STANDARDS

(Source: KSDE Music Standards - Novice level Process Components, Standard 2)

- Intermediate Pr.1.I Select a varied repertoire to study based on music reading skills (where appropriate), an **understanding of formal design** in the music, context, and the technical skill of the individual and ensemble.
- Intermediate Pr.2.I Demonstrate, using music reading skills where appropriate, how the **setting and formal characteristics** of musical works contribute to understanding the **context** of the music in prepared or improvised performances.
- Intermediate Pr.3.I **Demonstrate understanding and application** of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- Intermediate Pr.4.I Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Intermediate Pr.5.I.a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music **representing diverse cultures and styles**.
- Pr.5.I.b Demonstrate an **understanding** of the context of the music through prepared and improvised performances.

RESPONDING

ESSENTIAL QUESTION

How do performers understand and evaluate how the

BIG IDEAS

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Re.1 (Select)
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Re.2 (Analyze)

arts convey meaning??

- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Re.3, Re.4 (Interpret, Evaluate)
- Performers synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select, Evaluate)
- Performers relate musical ideas and works with varied context to deepen understanding. Cn.1 (Present)

GUIDING QUESTIONS

- How do individuals choose music to experience? Re.2 (Select)
- How does understanding the structure and context of music inform a response? Re.2 (Analyze)
- How do we discern the musical creators' and performers' expressive intent? Re.3 (Interpret, Evaluate)

GRADE LEVEL FOCUS

The grade level focus of this domain is for students to learn to explain the reasons for selecting music and describe how understanding the context of the way the elements of music are manipulated inform the listeners' response. Students will identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music and context, and explain the influence of experiences, analysis and context on interest in and evaluation of music using 8th grade musical vocabulary. Students will apply this knowledge to analyze and interpret music they are performing.

FOCUS STANDARDS

- Intermediate Re.1.I Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
- Intermediate Re.2.I Describe how understanding context and the way the elements of music are manipulated inform the response to music.
- Intermediate Re.3.I Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.
- Intermediate Re.4.I Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

