



SOARING HEIGHTS
CHARTER SCHOOL
DEVELOPING CHARACTER • BUILDING COMMUNITY • GROWING LEADERS

Soaring Heights Charter School
Grade 6-8
Visual and Performing Arts- Music

Revised August 2024

Creating

Anchor Standard 1: Generating and conceptualizing ideas

Anchor Standard 2: Organizing and developing ideas

Anchor Standard 2: Refining and completing products

Objectives:

- 1.3A.8.Cr1a: 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.Cr2a: 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.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a: 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.Cr3b: 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.

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

Anchor Standard 6: Conveying meaning through art.

Objectives:

- 1.3A.8.Pr4a: 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.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: 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.Pr5a: 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.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Responding

Anchor Standard 7: Perceiving and analyzing products

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.3A.8.Re7a: 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.Re7b: 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.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Re9a: 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.

Connecting

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

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

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities- may include but not limited to:

- Expand and use musical terminology.
- Explore how technology has influenced the music industry.
- Explore instruments from various cultures and regions of the world.
- Identify various styles of music from cultures, genres, and regions of the world.
- Describe how music is influential in the lives of people around the world.
- Demonstrate how audiences should behave depending on the type of music being performed.
- Research the various careers in the music industry and the skills and education needed for each career.
- Research the history of an influential musician and describe how they influenced others.
- Identify, name, and define musical notations.
- Read and perform musical notations (up to 12 bars).
- Practice singing by sight.
- Practice sight reading.

- Sing with the correct tune and rhythm.
- Analyze song lyrics and discuss why the writer chose them.
- Continue to read and play simple songs on the recorder.
- Continue to read and play simple songs on the ukulele.

Gifted and Talented

Students will partner together to write a song based on teacher's requirements. They will perform it on their recorder or ukulele (depending on grade level).

Students will make an instrument. They will draw a plan, gather materials, and create the instrument of their choice. Students will write a paragraph to describe their project.