

DRAFT: Marblehead Community Charter Public School Criteria for Success: Music

Creating:

- Improvise melodic and harmonic within a certain style
- Sing or play original musical ideas that explore complex rhythms
- Arrange the music of others. Ex: parodies.
- Understand basic music theory and how to apply it to composition
- Use a variety of sources to generate musical ideas for defined purposes and contexts
- Record using and/or audio/ video recording to document personal musical ideas.
- Use standard notation accurately to record musical ideas.
- Edit, refine, reflect, and evaluate on original arrangements and/compositions using criteria that includes appropriate application of compositional techniques, style, form, and use of sound sources.
- Present and share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- Apply knowledge of theory to share compositions, arrangements, and improvisations that demonstrate an accomplished level of musicianship and organization.
- Imagine new musical ideas.

Performing:

- Practice, improve and refine artistic techniques while learning to play an instrument and/or sing.
- Select varied musical works to present based on interest, knowledge, technical skill, and context
- Identify function standard symbols for notation, rhythm, pitch, articulation, dynamics, tempo, and form.
- Rehearse, evaluate, refine, evaluate, and refine personal and ensemble performances, individually or in collaboration with others.
- Identify and interpret music notation.
- Refine and determine when the music is ready to perform.
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music.
- Practice and perform a varied repertoire for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- Analyze and interpret artistic work for presentation. Identify standard notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing.
- Convey meaning through the presentation of artistic work. Sing and/or play in groups responding to cues.
- Accurately perform music while reading notation, and by ear.
- Convey meaning through the presentation of artistic work: adhere to proper performance etiquette
- Select, analyze and interpret artistic work for presentation. Contribute to the production of a small

group performance.

- Identify strategies and employ them while practicing music

Responding:

- Listen, analyze, and evaluate music.
- Analyze and identify ways a contemporary musical piece pushes boundaries of the genre and discipline.
- Interpret the ways one's own cultural and personal perspectives and biases affect understanding of a musical work.
- Meet expectations of an audience member like listening quietly and clapping at the end of a performance.
- Perceive and analyze artistic work: analyze how cultures are reflected in a diverse range of musical work.
- Interpret intent and meaning in artistic work: explain how a musical work is connected to the particular cultural and historical context.
- Apply criteria to evaluate artistic work: develop criteria for a rubric for evaluating musical works
- Reflect on one's work orally and in writing
- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- Analyze how the structure and context of varied musical works inform the response
- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- Compare, contrast, and identify artistic elements from a variety of music styles and historical periods.
- Listen and write about various styles, composers, and musical time periods.

Connections:

- Synthesize and relate knowledge and personal experiences to make music.
- Describe and demonstrate influences of one's personal musical style and preferences.
- Relate artistic ideas and works to societal, cultural and historical contexts.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
- Explain the development of one's musicality or musical style and how it relates and compares to other music.

*Based new NAME Standards and Massachusetts Curriculum Frameworks
Last revised by Adria smith 8/25/20