

# General Music: MS Level 3

## CREATING MS3.CR

### Imagine

- 1 Generate and conceptualize artistic ideas and work. MS3.CR.1
    - 1 Compose rhythmic, melodic, and harmonic accompaniments, using a variety of musical forms to convey expressive intent. MS3.CR.1.1
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### Plan and Make

- 2 Choose and demonstrate favorite musical ideas. MS3.CR.2
    - 2 Compose and organize musical ideas for arrangements and compositions in a variety of musical forms. MS3.CR.2.2
    - 3 Use systems of notation or recordings to document complex rhythmic and melodic phrases and harmonic sequences. MS3.CR.2.3
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### Evaluate and Refine

- 3 Refine and complete artistic work. MS3.CR.3
    - 4 Evaluate personal and peer-created arrangements and compositions, applying their own criteria to judge originality and craftsmanship. MS3.CR.3.4
    - 5 Evaluate personal and peer compositions and arrangements using criteria for originality and craftsmanship and explain the reasons for refinements. MS3.CR.3.5
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### Present

- 3 Refine and complete artistic work. MS3.CR.3
    - 6 Present a final version of their creation for a specific purpose. MS3.CR.3.6
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## PERFORMING MS3.PR

### Select

- 4 Select, analyze, and interpret artistic work for presentation. MS3.PR.4
  - 7 Apply personal criteria to select music of contrasting styles for a program with a specific purpose or context, explain the music's expressive qualities and technical challenges, and give reasons for each choice. MS3.PR.4.7

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## Analyze

- 5 Select, analyze, and interpret artistic work for presentation. [MS3.PR.4](#)
- 8 Compare the structures of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. [MS3.PR.4.8](#)
- 9 Sight-read simple rhythmic, melodic, and harmonic notation in treble or bass clef. [MS3.PR.4.9](#)
- 10 Explain how cultural and historical contexts inform performances and dictate the use of distinct musical effects. [MS3.PR.4.10](#)

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## Interpret

- 6 Select, analyze, and interpret artistic work for presentation. [MS3.PR.4](#)
- 11 Perform contrasting pieces of music, demonstrating and explaining how their interpretations of musical elements and expressive qualities convey the composer's intent. [MS3.PR.4.11](#)

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## Rehearse, Evaluate, and Refine

- 5 Develop and refine artistic techniques and work for presentation. [MS3.PR.5](#)
- 12 Practice and refine their musical performance, using personally-developed criteria to determine when the music is ready to perform. [MS3.PR.5.12](#)

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## Present

- 6 Convey meaning through the presentation of artistic work. [MS3.PR.6](#)
- 13 Perform a varied repertoire of music alone and with others and evaluate the performance based on personal, peer, teacher, or professional criteria. [MS3.PR.6.13](#)

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## RESPONDING [MS3.RE](#)

### Select

- 7 Perceive and analyze artistic work. [MS3.RE.7](#)
- 14 Select music linked to a specific cultural or historical event for personal listening, and explain how it represents and connects to the event. [MS3.RE.7.14](#)

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### Analyze

- 7 Perceive and analyze artistic work. [MS3.RE.7](#)
- 15 Compare how the elements of music and expressive qualities relate to the structure of various pieces of music. [MS3.RE.7.15](#)
- 16 Identify and compare the contexts of a programmed sequence of musical works from a variety of genres, cultures, and historical periods. [MS3.RE.7.16](#)

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## Interpret

- 8 Interpret intent and meaning in artistic work. [MS3.RE.8](#)
- 17 Summarize contrasting musical programming, discussing specific instances of ways creators and performers use musical elements and expressive qualities to convey their expressive intent across different genres, cultures, and historical contexts. [MS3.RE.8.17](#)

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## Evaluate

- 9 Apply criteria to evaluate artistic work. [MS3.RE.9](#)
- 18 Evaluate musical works or performances, using collaboratively-created criteria. [MS3.RE.9.18](#)

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## CONNECTING [MS3.CN](#)

### Connect

- 10 Synthesize and relate knowledge and personal experiences to make art. [MS3.CN.10](#)
- 19 Synthesize personal knowledge, interests, ideas, and choices when creating, performing, and responding to music. [MS3.CN.10.19](#)

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### Connect

- 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. [MS3.CN.11](#)
- 20 Analyze how cultural, historical, and societal context contribute to musicians' understanding when creating, performing, and responding to music. [MS3.CN.11.20](#)
- 21 Demonstrate performer and audience behaviors appropriate for Grades 6-8 students for a variety of venues and contexts. [MS3.CN.11.21](#)