

# General Music: MS Level 1

## CREATING MS1.CR

### Imagine

- 1 Generate and conceptualize artistic ideas and work. MS1.CR.1
    - 1 Generate rhythmic, melodic, and harmonic phrases. MS1.CR.1.1
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### Plan and Make

- 2 Choose and demonstrate favorite musical ideas. MS1.CR.2
    - 2 Generate and organize musical ideas for arrangements and compositions in several different musical forms. MS1.CR.2.2
    - 3 Use systems of notation or recordings to document simple rhythmic, melodic, or two-chord harmonic ideas. MS1.CR.2.3
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### Evaluate and Refine

- 3 Refine and complete artistic work. MS1.CR.3
    - 4 Evaluate their own arrangements and compositions for originality, using criteria supplied by the teacher. MS1.CR.3.4
    - 5 Refine their original arrangements and compositions based upon criteria and feedback provided by the teacher. MS1.CR.3.5
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### Present

3. Refine and complete artistic work. MS1.CR.3
    - 6 Present a final version of their creation for a specific purpose. MS1.CR.3.6
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## PERFORMING MS1.PR

### Select

- 4 Select, analyze, and interpret artistic work for presentation. MS1.PR.4
  - 7 Choose music for a specific purpose or context using teacher-provided criteria and explain the reasons for each selection. MS1.PR.4.7

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## Analyze

- 5 Select, analyze, and interpret artistic work for presentation. [MS1.PR.4](#)
- 8 Describe how structure and musical elements are utilized in music selected for performance. [MS1.PR.4.8](#)
- 9 Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. [MS1.PR.4.9](#)
- 10 Explain how cultural and historical contexts inform performances. [MS1.PR.4.10](#)

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## Interpret

- 6 Select, analyze, and interpret artistic work for presentation. [MS1.PR.4](#)
- 11 Perform a chosen piece of music, demonstrating how interpretations of musical elements and expressive qualities convey intent. [MS1.PR.4.11](#)

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## Rehearse, Evaluate, and Refine

- 5 Develop and refine artistic techniques and work for presentation. [MS1.PR.5](#)
- 12 Practice and refine their musical performance, applying criteria provided by the teacher to determine when the music is ready to perform. [MS1.PR.5.12](#)

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## Present

- 6 Convey meaning through the presentation of artistic work. [MS1.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. [MS1.PR.6.13](#)

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## RESPONDING [MS1.RE](#)

### Select

- 7 Perceive and analyze artistic work. [MS1.RE.7](#)
- 14 Select music for personal listening and explain the connections to their interests or life experiences. [MS1.RE.7.14](#)

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### Analyze

- 7 Perceive and analyze artistic work. [MS1.RE.7](#)
- 15 Describe how the elements of music and expressive qualities relate to the structure of musical pieces. [MS1.RE.7.15](#)
- 16 Identify the contexts of music from a variety of genres, cultures, and historical periods. [MS1.RE.7.16](#)

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### Interpret

- 8 Interpret intent and meaning in artistic work. [MS1.RE.8](#)
- 17 Describe how creators and performers use musical elements and expressive qualities to convey their expressive intent in musical works across different genres, cultures, and historical contexts. [MS1.RE.8.17](#)

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## Evaluate

- 9 Apply criteria to evaluate artistic work. [MS1.RE.9](#)
- 18 Evaluate musical works or performances, using teacher-created criteria. [MS1.RE.9.18](#)

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## CONNECTING [MS1.CN](#)

### Connect

- 10 Synthesize and relate knowledge and personal experiences to make art. [MS1.CN.10](#)
- 19 Synthesize personal knowledge, interests, ideas, and choices when creating, performing, and responding to music. [MS1.CN.10.19](#)

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### Connect

- 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. [MS1.CN.11](#)
- 20 Analyze how cultural, historical, and societal context contribute to musicians' understanding when creating, performing, and responding to music. [MS1.CN.11.20](#)
- 21 Demonstrate performer and audience behaviors appropriate for Grades 6-8 students for a variety of venues and contexts. [MS1.CN.11.21](#)