Kentucky Department of Education - Course Standards

Course Standards

Course Code: 500923

Course Name: Music- Guitar

Grade Level: 6-8

Upon course completion students should be able to:

6th Grade	7th Grade	8th Grade
MU:Cr1.1.6	**MU:Cr1.1.7**	**MU:Cr1.1.8**
Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
MU:Cr2.1.6	**MU:Cr2.1.7**	**MU:Cr2.1.8**
a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.	a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent. b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. b. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
MU:Cr3.1.6	**MU:Cr3.1.7**	**MU:Cr3.1.8**
a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources. b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

6th Grade	7th Grade	8th Grade
MU:Cr3.2.6	**MU:Cr3.2.7**	**MU:Cr3.2.8**
Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
MU:Pr4.1.6	**MU:Pr4.1.7**	**MU:Pr4.1.8**
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
MU:Pr4.2.6	**MU:Pr4.2.7**	**MU:Pr4.2.8**
a. Explain how understanding the structure and the elements of music are used in selected for performance. b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. c. Identify how cultural and historical context inform performances.	a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form. c. Identify how cultural and historical context inform performances and result in different music interpretations.	a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. c. Identity how cultural and historical context inform performances and result in different musical effects.

6th Grade	7th Grade	8th Grade
MU:PR4.3.6	**MU:PR4.3.7**	**MU:PR4.3.8**
Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	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 (such as dynamics, tempo, timbre, articulation/style, and phrasing).
MU:Pr5.1.6	**MU:Pr5.1.7**	**MU:Pr5.1.8**
Identify and apply teacher provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
MU:Pr6.1.6	**MU:Pr6.1.7**	**MU:Pr6.1.8**
a. Perform the music with technical accuracy to convey the creator's intent. b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent. b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU:Re7.1.6	**MU:Re7.1.7**	**MU:Re7.1.8**
Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

6th Grade	7th Grade	8th Grade
MU:Re7.2.6	**MU:Re7.2.7**	**MU:Re7.2.8**
a. Describe how the elements of music and expressive qualities relate to the structure of the pieces. b. Identify the context of music from a variety of genres, cultures, and historical periods.	a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.	a. Compare how the elements of music and expressive qualities relate to the structure within programs of music. b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
MU:Re8.1.6	**MU:Re8.1.7**	**MU:Re8.1.8**
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
MU:Re9.1.6	**MU:Re9.1.7**	**MU:Re9.1.8**
Apply teacher-provided criteria to evaluate musical works or performances.	Select from teacher-provided criteria to evaluate musical works or performances.	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU:Cn10.1.6	**MU:Cn10.1.7**	**MU:Cn10.1.8**
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.1.6	**MU:Cn11.1.7**	**MU:Cn11.1.8**
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.