

PMEA Model Curriculum Framework
 Strand: General Music – Grades: 6,7,8

PA Big Ideas and National Standards Artistic Processes			
1. The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced 2. Artists use tools and resources as well as their own experiences and skills to create art 3. The arts provide a medium to understand and exchange ideas 4. Humans have expressed experiences and ideas through the arts throughout time and across cultures 5. There are formal and informal processes used to assess the quality of works in the arts 6. People use both aesthetic and critical processes to assess the quality of works in the arts		1. Creating, Performing, Responding, and Connecting 2. Creating, Connecting 3. Creating, Performing, Responding, Connecting 4. Creating, Performing, Connecting 5. Performing, Responding, Connecting 6. Performing, Responding, Connecting	
National Standards/Artistic Processes/Enduring Understandings			
Creating	Performing	Responding	Connecting
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire	Individuals' selection of musical works are influenced by their interests, experiences, understanding, and purposes	Musicians' connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding
Musicians' creative choices are influenced by their own experiences and skills to create art	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding
Musicians' evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria	Performers' make interpretive decisions based on their understanding of context and expressive intent	Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent	
Musicians' presentation of creative work is the culmination of a process of creation and communication	To express their musical ideas, musicians' analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria	The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria	
	Musicians' judge performance based on criteria that vary across time, place, and cultures		

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Grade 6-7-8 General Music

By the end of the eighth grade, students will, at the appropriate developmental level demonstrate the following competencies and answer these essential questions.

	PA Competencies	PA Essential Questions	PA Standards	Lesson Plan	Assessment
6-1	Manipulate rhythm, melody, form, etc. to create, notate, and perform pieces of music that express multiple ideas or a range of emotions.	How do people use music?	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E		
6-2	Create a work that integrates knowledge and ideas from different aspects of their lives.	Why do people create music to illustrate different aspects of their lives?	9.1.8.E		
6-3	Identify a contemporary issue and create a work that attempts to influence the way their classmates think about the issue.	How can music influence the way people view the world?	9.2.8.B 9.2.8.F 9.2.8.I		
6-4	Identify the role of music in different cultures and time periods and explain the similarities in the role music plays in those cultures.	What role does music play in many different cultures?	9.2.8.E 9.2.8.I		
6-5	Analyze and compare musical works from different genres using a vocabulary of critical analysis.	How do people compare very different musical works?	9.2.8.C 9.3.8.A 9.3.8.D 9.3.8.E		
6-6	Identify composers' and performers' choices and explain how those choices affect a person's response to musical works.	How do composers and performers make choices that affect the way audiences perceive their work?	9.3.8.B 9.4.8.C 9.4.8.D		

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7-1	Create, notate and perform music that incorporates elements and principles from different arts disciplines and discuss the similarities and differences.	How can music be combined with other art forms?	9.1.8.A 9.1.8.B 9.1.8.C		
7-2	Compare and contrast music created with traditional and contemporary technologies and discuss the similarities and differences.	How do people use contemporary technologies to create music?	9.1.8.J 9.1.8.K		
7-3	Analyze music and lyrics to identify different values and beliefs that are represented in the music.	How can music help us understand values and beliefs?	9.2.8.I 9.4.8.D		
7-4	Identify similarities and differences between varying musical styles, time periods and cultures.	Why is music created at different times and in different cultures both the same and different?	9.2.8.B 9.2.8.C, 9.2.8.F 9.2.8.J		
7-5	Compare and contrast their own musical performances with works in other arts disciplines using a vocabulary of critical analysis.	How do people compare works in different arts disciplines?	9.3.8.A 9.3.8.D 9.3.8.E 9.3.8.F		
7-6	Choreograph, notate and perform dances that use multiple themes and ideas to convey meaning.	How can choreographers and dancers use multiple themes and ideas to convey meaning?	9.3.8.G 9.4.8.B		

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8-1	Identify how notation has changed through time and perform and notate music using modern musical notation.	How are the elements of music shared through notation?	9.1.8.A 9.1.8B 9.1.8.C 9.2.8.E		
8-2	Create and perform music that incorporates innovative techniques using both traditional and contemporary technologies.	How do people use both traditional and contemporary technologies to create and perform music?	9.1.8.H 9.1.8.J 9.1.8.K		
8-3	Listen to, analyze and create music and lyrics that are intended to persuade a consumer to buy something.	How can music be used to persuade people?	9.1.8.E 9.1.8.F, 9.2.8.I 9.3.8.C		
8-4	Explain similarities between a musical work and a work in dance, theatre or visual arts from the same culture and time period.	Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period?	9.2.8.C 9.2.8.F 9.2.8.G 9.2.8.I		
8-5	Identify the processes and criteria that critics use to determine the quality of a musical work.	How do critics determine the quality of musical works?	9.3.8.A 9.3.8.D		
8-6	Identify the differences between aesthetic and critical processes and describe how they are both used to assess quality, interpret meaning, and determine value.	How are aesthetic and critical processes sometimes used for the same purposes?	9.3.8.F 9.4.8.B		

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Artistic Process	National Core Arts Anchor Standards	Music Process Components	2014 National Core Music Standards			PA Standards	1994 National Standards		
			6	7	8				
Creating: Conceiving and developing new artistic ideas and work	#1 Generate and conceptualize artistic ideas and work	Imagine	MU:Cr.1.6a	MU:Cr1.7a	MU:Cr1.1.8a	9.1.8.1 9.1.8.B 9.1.8.C	1 2 3		
			#2 Organize and develop artistic ideas and work	Plan and Make	MU:Cr2.1.6a	MU:Cr2.1.7a	MU:Cr2.1.8a	9.1.8.A 9.1.8.B 9.1.8.C	4
					MU:Cr2.1.6b	MU:Cr2.1.7b	MU:Cr2.1.8b	9.1.8.B 9.1.8.J	5
	#3 Refine and complete artistic work	Evaluate and Refine	MU:Cr3.1.6a	MU:Cr3.1.7a	MU:Cr3.1.8a	9.1.8.C 9.3.8.A 9.3.8.D			
			MU:Cr3.1.6b	MU:Cr3.1.7b	MU:Cr3.1.8b	9.1.8.B 9.3.8.A 9.3.8.D			
		Present	MU:Cr3.2.6a	MU:Cr3.2.7a	MU:Cr3.2.8a	9.1.8.A 9.1.8.B 9.1.8.E			

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Performing: Realizing artistic ideas and work through interpretation and presentation	#4 Analyze, interpret, and select artistic work for presentation	Select	MU:Pr4.1.6a	MU:Pr4.1.7a	MU:Pr4.1.8a	9.3.8.D 9.3.8.E 9.3.8.F	1 2
		Analyze	MU:Pr4.2.6a	MU:Pr4.2.7a	MU:Pr4.2.8a	9.1.8.B 9.1.8.F 9.3.8.A 9.3.8.F	3 5 6
			MU:Pr4.2.6b	MU:Pr4.2.7b	MU:Pr4.2.8b	9.1.8.B 9.1.8.C 9.3.8.B	7
			MU:Pr4.2.6c	MU:Pr4.2.7c	MU:Pr4.2.8c	9.2.8.A 9.2.8.E 9.2.8.F 9.2.8.J	
		Interpret	MU:Pr4.3.6a	MU:Pr4.3.7a	MU:Pr4.2.8a	9.1.8.B 9.3.8.A	
	#5 Develop and refine artistic work for presentation	Rehearse, Evaluate and Refine	MU:Pr5.1.6a	MU:Pr5.1.7a	MU:Pr5.1.8a	9.1.8.B 9.1.8.C 9.1.8.G	
	#6 Convey meaning through the presentation of artistic work	Present	MU:Pr6.1.6a	MU:Pr6.1.6a	MU:Pr6.1.8a	9.1.8.B	
			MU:Pr6.1.6b	MU:Pr6.1.6b	MU:Pr6.1.8b	9.4.8.C	
	#7 Perceive and analyze artistic work	Select	MU: Re7.1.6a	MU:Re7.1.7a	MU:Re7.1.8a	9.1.8.E 9.2.8.A	6 7

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Responding: Understanding and evaluating how the arts convey meaning		Analyze	MU:Re7.2.6a	MU:Re7.2.7a	MU:Re7.2.8a	9.1.8.A 9.1.8.B 9.2.8.E 9.3.8.A	
			MU:Re7.2.6b	MU:Re7.2.7b	MU:Re7.2.8b	9.2.8.A 9.2.8.C 9.2.8.J	
	#8 Interpret intent and meaning in artistic work	Interpret	MU:Re8.1.6a	MU:Re8.1.7a	MU:Re8.1.8a	9.1.8.A 9.1.8.E 9.2.8.A 9.2.8.C 9.3.8.F	
	#9 Apply criteria to evaluate work	Evaluate	MU:Re9.1.6a	MU:Re9.1.7a	MU:Re9.1.8a	9.3.8.A 9.3.8.D 9.3.8.E	
Connecting: Relating artistic ideas and work with personal meaning and external context	#10 Synthesize and relate knowledge and personal experiences to make art		MU:Cn10.0.6a	MU:Cn10.0.7a	MU:Cn10.0.8a	9.1.8.A 9.1.8.B 9.1.8.E 9.2.8.I 9.3.8.D 9.4.8.A 9.4.8.D	3 4 5 6
	#11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding		MU:Cn11.0.6a	MU:Cn11.0.7a	MU:Cn11.0.8a	9.1.8.D 9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.E 9.2.8.F 9.2.8.G 9.2.8.H 9.2.8.I 9.2.8.J 9.2.8.L 9.3.8.C 9.3.8.F	6 8 9