Course Standards



Course Code: 500920

Course Name: Music- Contemporary Band/Jazz Instrumental Ensemble

Grade Level: 6-8

Course standards documents are designed to show how specific standards align to courses. For instructional planning and assessment, please access the complete *Kentucky Academic Standards for Visual and Performing Arts* for the full scope of what students should know and be able to do.

Upon course completion students should be able to:

6 th Grade	7 th Grade	8 th Grade
MU:Cr1.1.6	MU:Cr1.1.7	MU:Cr1.1.8
Generate simple rhythmic,	Generate rhythmic, melodic,	Generate rhythmic, melodic
melodic, and harmonic	and harmonic phrases and	and harmonic phrases and
phrases within AB and ABA	variations over harmonic	harmonic accompaniments
forms that convey expressive	accompaniments within AB,	within expanded forms
intent.	ABA, or theme and variation	(including introductions,
	forms that convey expressive	transitions, and codas) that
	intent.	convey expressive intent.
MU:Cr2.1.6	MU:Cr2.1.7	MU:Cr2.1.8
a. Select, organize, construct,	a. Select, organize, develop	a. Select, organize, and
and document personal	and document personal	document personal musical
musical ideas for	musical ideas for	ideas for arrangements,
arrangements and	arrangements, songs, and	songs, and compositions
compositions within AB or	compositions within AB,	within expanded forms that
ABA form that demonstrate	ABA, or theme and variation	demonstrate tension and
an effective beginning,	forms that demonstrate unity	release, unity and variety,
middle, and ending, and	and variety and convey	balance, and convey
convey expressive intent.	expressive intent.	expressive intent.
b. Use standard and/or iconic	b. Use standard and/or iconic	b. Use standard and/or iconic
notation and/or audio/ video	notation and/or audio/ video	notation and/or audio/ video
recording to document	recording to document	recording to document
personal simple rhythmic	personal simple rhythmic	personal rhythmic phrases,
phrases, melodic phrases, and	phrases, melodic phrases, and	melodic phrases, and
two-chord harmonic musical	harmonic sequences.	harmonic sequences.
ideas.	marmome sequences.	narmonic sequences.

6 th Grade	7 th Grade	8 th Grade
MU:Cr3.1.6	MU:Cr3.1.7	MU:Cr3.1.8
a. Evaluate their own work,	a. Evaluate their own work,	a. Evaluate their own work by
applying teacher-provided	applying selected criteria	selecting and applying criteria
criteria such as application of	such as appropriate	including appropriate
selected elements of music,	application of elements of	application of compositional
and use of sound sources.	music including style, form,	techniques, style, form, and
	and use of sound sources.	use of sound sources.
b. Describe the rationale for		
making revisions to the music	b. Describe the rationale for	b. Describe the rationale for
based on evaluation criteria	making revisions to the music	refining works by explaining
and feedback from their	based on evaluation criteria	the choices, based on
teacher.	and feedback from others	evaluation criteria.
NULC 22 ((teacher and peers).	MI C 220
MU:Cr3.2.6	MU:Cr3.2.7	MU:Cr3.2.8
Present the final version of	Present the final version of	Present the final version of
their documented personal	their documented personal	their documented personal
composition or arrangement,	composition, song, or	composition, song, or
using craftsmanship and	arrangement, using	arrangement, using
originality to demonstrate an	craftsmanship and originality	craftsmanship and originality
effective beginning, middle,	to demonstrate unity and	to demonstrate the application
and ending, and convey	variety, and convey	of compositional techniques
expressive intent.	expressive intent.	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	Apply collaboratively	Apply personally-developed
criteria for selecting music to	developed criteria for	criteria for selecting music of
perform for a specific	selecting music of contrasting	contrasting styles for a
purpose and/or context, and	styles for a program with a	program with a specific
explain why each was chosen.	specific purpose and/or	purpose and/or context, and
r r s y s s s s s s s s s s s s s s s s	context and, after discussion,	explain expressive qualities,
	identify expressive qualities,	technical challenges, and
	technical challenges, and	reasons for choices.
	reasons for choices.	
MU:Pr4.2.6	MU:Pr4.2.7	MU:Pr4.2.8
a. Explain how understanding	a. Explain and demonstrate	a. Compare the structure of
the structure and the elements	the structure of contrasting	contrasting pieces of music
of music are used in selected	pieces of music selected for	selected for performance,
for performance.	performance and how	explaining how the elements
	elements of music are used.	of music are used in each.
b. When analyzing selected		
music, read and identify by	b. When analyzing selected	b. When analyzing selected
name or function standard	music, read and identify by	music, sight-read in treble or
symbols for rhythm, pitch,	name or function standard	bass clef simple rhythmic,

6 th Grade	7 th Grade	8 th Grade
articulation, and dynamics.	symbols for rhythm, pitch articulation, dynamics,	melodic, and/or harmonic notation.
c. Identify how cultural and	tempo, and form.	notation.
historical context inform	tempo, and form.	c. Identity how cultural and
performances.	c. Identify how cultural and	historical context inform
	historical context inform	performances and result in
	performances and result in	different musical effects.
	different music	
	interpretations.	
MU:PR4.3.6	MU:PR4.3.7	MU:PR4.3.8
Perform a selected piece of	Perform contrasting pieces of	Perform contrasting pieces of
music demonstrating how	music demonstrating their	music, demonstrating as well
their interpretations of the	interpretations of the	as explaining how the
elements of music and the	elements of music and	music's intent is conveyed by
expressive qualities (such as	expressive qualities (such as	their interpretations of the
dynamics, tempo, timbre,	dynamics, tempo, timbre,	elements of music and
articulation/style, and	articulation/style, and	expressive qualities (such as
phrasing) convey intent.	phrasing) convey intent.	dynamics, tempo, timbre, articulation/style, and
		phrasing).
MU:Pr5.1.6	MU:Pr5.1.7	MU:Pr5.1.8
Identify and apply teacher	Identify and apply	Identify and apply personally
provided criteria (such as	collaboratively developed	developed criteria (such as
correct interpretation of	criteria (such as	demonstrating correct
notation, technical accuracy,	demonstrating correct	interpretation of notation,
originality, and interest) to	interpretation of notation,	technical skill of performer,
rehearse, refine, and	technical skill of performer,	originality, emotional impact,
determine when a piece is	originality, emotional impact,	variety, and interest) to
ready to perform.	and interest) to rehearse,	rehearse, refine, and
	refine, and determine when	determine when the music is
MU:Pr6.1.6	the music is ready to perform. MU:Pr6.1.7	ready to perform. MU:Pr6.1.8
a. Perform the music with	a. Perform the music with	a. Perform the music with
technical accuracy to convey	technical accuracy and	technical accuracy, stylistic
the creator's intent.	stylistic expression to convey	expression, and culturally
	the creator's intent.	authentic practices in music
b. Demonstrate performance		to convey the creator's intent.
decorum (such as stage	b. Demonstrate performance	
presence, attire, and behavior)	decorum (such as stage	b. Demonstrate performance
and audience etiquette	presence, attire, and behavior)	decorum (such as stage
	and audience etiquette	

6 th Grade	7 th Grade	8 th Grade
appropriate for venue and	appropriate for venue,	presence, attire, and behavior)
purpose.	purpose, and context.	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	Select or choose contrasting	Select programs of music
listen to and explain the	music to listen to and	(such as a CD mix or live
connections to specific	compare the connections to	performances) and
interests or experiences for a	specific interests or	demonstrate the connections
specific purpose.	experiences for a specific	to an interest or experience
	purpose.	for a specific purpose.
MU:Re7.2.6	MU:Re7.2.7	MU:Re7.2.8
a. Describe how the elements	a. Classify and explain how	a. Compare how the elements
of music and expressive	the elements of music and	of music and expressive
qualities relate to the	expressive qualities relate to	qualities relate to the
structure of the pieces.	the structure of contrasting	structure within programs of
	pieces.	music.
b. Identify the context of		
music from a variety of	b. Identify and compare the	b. Identify and compare the
genres, cultures, and	context of music from a	context of programs of music
historical periods.	variety of genres, cultures,	from a variety of genres,
	and historical periods.	cultures, and historical
MID 04 (MID 045	periods.
MU:Re8.1.6	MU:Re8.1.7	MU:Re8.1.8
Describe a personal	Describe a personal	Support personal
interpretation of how	interpretation of contrasting	interpretation of contrasting
creators' and performers'	works and explain how	programs of music and
application of the elements of	creators' and performers'	explain how creators' or
music and expressive	application of the elements of	performers' apply the
qualities, within genres and	music and expressive	elements of music and
cultural and historical	qualities, within genres,	expressive qualities, within
context, convey expressive	cultures, and historical	genres, cultures, and
intent.	periods, convey expressive intent.	historical periods to convey expressive intent.
MU:Re9.1.6	MU:Re9.1.7	MU:Re9.1.8
Apply teacher-provided	Select from teacher-provided	Apply appropriate personally
criteria to evaluate musical	criteria to evaluate musical	developed criteria to evaluate
works or performances.	works or performances.	musical works or
works of performances.	works of performances.	performances.
MU:Cn10.1.6	MU:Cn10.1.7	MU:Cn10.1.8
Demonstrate how interests,	Demonstrate how interests,	Demonstrate how interests,

6 th Grade	7 th Grade	8 th Grade
knowledge, and skills relate	knowledge, and skills relate	knowledge, and skills relate
to personal choices and intent	to personal choices and intent	to personal choices and intent
when creating, performing,	when creating, performing,	when creating, performing,
and responding to music.	and responding to music.	and responding to music.
MU:Cn11.1.6	MU:Cn11.1.7	MU:Cn11.1.8
Demonstrate understanding	Demonstrate understanding	Demonstrate understanding
of relationships between	of relationships between	of relationships between
music and the other arts,	music and the other arts,	music and the other arts,
other disciplines, varied	other disciplines, varied	other disciplines, varied
contexts, and daily life.	contexts, and daily life.	contexts, and daily life.