

**Vocal I Curriculum (MS grade 6)**

[National Standards Document Link](#)

[Maryland Standards Document Link](#)

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

**Create:** Imagine

**Essential Question(s):** How do musicians generate creative ideas?

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.

**FCPS Indicator**

**MU.CHI.1 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.**

**MU.CHI.1a** Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience. Create music with melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.

**MU.CHI.1b** Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.

**MU. CHI.1c** Students will have the opportunity to compose, transcribe, or arrange a piece of music through their personal connection project, or participation in theory, piano or guitar classes.

**MU.CHI.1d** Improvise simple rhythmic variations and simple melodic variations.

**Anchor Standard 2: Organize and develop artistic ideas and work.**

**Create:** Plan & Make

**Essential Question(s):** How do musicians make creative decisions?

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**FCPS Indicator**

**MU.CH1.2 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.**

**MU.CH1.2a** Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas, then craft a summary that supports creative and conceptual choices.

**MU.CHI.2b** Create and develop melodic and harmonic phrases using various pitches and rhythm.

**MU.CHI.2c** Improvise simple rhythmic variations and simple melodic variations.

**Anchor Standard 3: Refine and complete artistic work.**

**Create:** Evaluate and Refine

**Essential Question(s):** How do musicians improve the quality of their creative work? When is creative work ready to share?

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

**FCPS Indicator**

**MU.CHI.3 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.**

**MU.CHI.3a** Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

**MU.CHI.3b** Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

**MU.CHI.3c** Devise and implement criteria for evaluating performances (individual or ensemble) and compositions

**MU.CHI.3.1 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.**

**MU.CHI.3.1a** Present a performance-ready version of personal musical ideas and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.

**MU.CHI.3.1b** Demonstrate appropriate audience and performance etiquette appropriate to the style of music performed. Demonstrate appropriate rehearsal techniques for large ensemble and sectionals to prepare for performances

**MU.CH.3.1c** Demonstrate ensemble breathing (e.g. staggered, phrasing, etc.) and breath support techniques

**MU.CH.3.1d** Demonstrate proper singing posture in rehearsals and performances

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

**Perform:** Select, Analyze, and Interpret

**Essential Question(s):** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

**Enduring Understanding:** 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. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

**FCPS Indicator**

**MU.CHI.4 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.**

**MU.CHI.4a** With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose.

**MU.CHI.4.1 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.**

**MU.CHI.4.1a** Explain and compare the use of musical contexts of music selected for performance.

**MU.CHI.4.1b** Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.

**MU.CHI.4.2 Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.**

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

**Performing:** Rehearse, Evaluate, Refine

**Essential Question(s):** What can I do to fully prepare a performance or technical design?

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**FCPS Indicator**

**MU.CHI.5 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.**

**MU.CHI.5a** With limited teacher guidance, identify and apply criteria to explore multiple ideas during the rehearsal process.

**MU.CHI.5b** As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges.

**MU.CHI.5c** Critique and provide suggestions for how to improve one's own and other's performances.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**Perform:** Share and Present

**Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

**FCPS Indicator**

**MU.CHI.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.**

**MU.CHI.6a** Demonstrate ensemble breathing (e.g. staggered, phrasing, etc.) and breath support techniques

**MU.CH1.6b** Demonstrate proper singing posture in rehearsals and performances

**MU.CHI.6.1 Demonstrate an awareness of the context of the music through prepared and improvised performances.**

**MU.CHI.6.1a** Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

**MU.CHI.6.1b** Effectively interact with the audience and other performers to convey the artistic purpose of the piece.

**MU.CHI.6.1c** Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.

**Anchor Standard 7: Perceive and analyze artistic work.**

**Respond:** Select and Analyze

**Essential Question(s):** How do individuals choose music to experience? How do individuals choose music to experience?

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**FCPS Indicator**

**MU.CHI.7 Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.**

**MU.CHI.7a** Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence.

**MU.CHI.7b** Identify and define the history and impact of music from the time period of selected repertoire

**MU.CHI.7.1 Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.**

**MU.CHI.7.1a** With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Respond:** Interpret

**Essential Question(s):** How do we discern the musical creators' and performers' expressive intent?

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**FCPS Indicator**

**MU.CHI.8 Interpret intent and meaning in artistic work. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.**

**MU.CHI.8a** When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**Respond:** Evaluate

**Essential Question(s):** How do we judge the quality of musical work(s) and performance(s)?

**Enduring Understanding:** : The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**FCPS Indicator**

**MU.CHI.9 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.**

**MU.CHI.9a** Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.

**MU.CHI.9b** Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

**MU.CHI.9c** Compare and contrast musical elements from two or more selections of music.

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

**Connecting**

**Essential Question(s):** How do musicians make meaningful connections to creating, performing, and responding?

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**FCPS Indicator**

**MU.CHI.10 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

**MU.CHI.10a** Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

**MU.CHI.10b** Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after school programs.

**MU.CHI.10c** Explain, using appropriate music terminology, personal preferences for specific musical works and styles

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**Connect:** Research

**Essential Question(s):** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**FCPS Indicator**

**MU.CHI.11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

**MU.CHI.11a** With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

**MU.CHI.11b** With increasing independence connect music to other people's personal life experiences, when creating, performing, or responding to music.

**MU.CHI.11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**MU.CHI.11.1a** Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources and cultural uses.