

Music Performance Lab I-III Curriculum

[National Standards Document Link](#)

[Maryland Standards Document Link](#)

<b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b>			
<b>Create: Imagine</b>			
<b>Essential Question(s):</b> How do musicians generate creative ideas?			
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.			
<b>FCPS Indicator &amp; Expectations MPL I Grade 6</b>	<b>FCPS Indicators &amp; Expectations MPL II Grade 7</b>	<b>FCPS Indicators &amp; Expectations MPL III Grade 8</b>	<b>Resources</b>
<p><b>MU.PLI.1</b> Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p><b>MU.PLI.1a:</b> Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience.</p> <p><b>MU.PLI.1b:</b> Create music with melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.</p> <p><b>MU.PLI.1c:</b> Use a variety of media and</p>	<p><b>MU.PLII.1</b> Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variations forms that convey expressive intent.</p> <p><b>MU.PLII.1a</b> Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience.</p> <p><b>MU.PLII.1b</b> Create music with melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.</p> <p><b>MU.PLII.1c</b> Use a variety of media and methods, including available technology, to</p>	<p><b>MU.PLIII.1</b> Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p><b>MU.PLIII.1a</b> Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience.</p> <p><b>MU.PLII.1c</b> Create music with melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.</p> <p><b>MU.PLIII.1c</b> Use a variety of media and methods, including available technology, to</p>	<p><a href="#">Lesson Seed 1.1 - Music Tech &amp; Comp</a></p> <p><a href="#">Lesson Seed 1.2 - Creating an Original Composition</a></p>

methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.	select, present, explain, and document musical ideas with connections to context and artistic purpose.	select, present, explain, and document musical ideas with connections to context and artistic purpose.	
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**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 & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.2:</b> Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and endings, and convey expressive intent.</p> <p><b>MU.PLI.2.1</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.</p> <p><b>MU.PLI.2a:</b> 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.</p>	<p><b>MU.PLII.2</b> Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variations forms that demonstrate unity and variety, and convey expressive intent.</p> <p><b>MU.PLII.2a</b> 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.</p> <p><b>MU.PLII.2.1</b> Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p><b>MU.PLIII.2</b> Select, organize, and document personal musical ideas for arrangements, songs, and compositions with expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</p> <p><b>MU.PLIII.2a</b> 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.</p> <p><b>MU.PLIII.2.1</b> Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences</p>	<p><a href="#">Lesson Seed 2.1 - Student Composition</a></p>

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

**Create: Evaluate**

**Essential Question(s):** How do musicians improve the quality of their creative work?

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

FCPS Indicator & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.3</b> Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p><b>MU.PLI.3a:</b> Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.</p> <p><b>MU.PLI.3b:</b> Incorporate refinements to personal musical ideas through analysis and implementation of feedback.</p>	<p><b>MU.PLII.3</b> Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</p> <p><b>MU.PLII.3a</b> Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.</p>	<p><b>MU.PLIII.3</b> Evaluate their own work, applying selected criteria including appropriate application of compositional techniques, style, form, and use of sound sources.</p> <p><b>MU.PLIII.3a</b> Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.</p> <p><b>MU.PLIII.3b</b> Incorporate refinements to personal musical ideas through analysis and implementation of feedback.</p>	<p><a href="#">Lesson Seed 3.1 - Refine and Complete Composition</a></p>

**Create: Refine**

**Essential Question(s):** When is creative work ready to share?

**Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication

FCPS Indicator & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.3.1:</b> Describe the rationale for making revisions to the music based on</p>	<p><b>MU.PLII.3.1</b> Describe the rationale for making revisions to the music based on</p>	<p><b>MU.PLIII.3.1</b> Describe the rationale for refining works by explaining the choices, based</p>	<p>FCPS Solo and Ensemble Festival</p>

<p>evaluation criteria and feedback from their teacher.</p> <p><b>MU.PLI.3.1a:</b> 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.</p>	<p>evaluation criteria and feedback from others (teacher and peers).</p> <p><b>MU.PLII.3.1a</b> Incorporate refinements to personal musical ideas through analysis and implementation of feedback.</p>	<p>on evaluation criteria.</p> <p><b>MU.PLIII.3.1a</b> Present a performance-ready version of personal musical ideas and clearly support judgments and decisions made during the creative process, including refinement, using</p>	
<p><b>Create: Present</b></p> <p><b>Essential Question(s):</b> When is creative work ready to share?</p> <p><b>Enduring Understanding:</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication</p>			
<p><b>FCPS Indicator &amp; Expectations</b> <b>MPL I Grade 6</b></p>	<p><b>FCPS Indicators &amp; Expectations</b> <b>MPL II Grade 7</b></p>	<p><b>FCPS Indicators &amp; Expectations</b> <b>MPL III Grade 8</b></p>	<p><b>Resources</b></p>
<p><b>MU.PLI.3.2:</b> Present the final version of their document personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p><b>MU.PLI.3.2a:</b> 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.</p>	<p><b>MU.PLII.3.2</b> 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.</p> <p><b>MU.PLII.3.2a</b> 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.</p>	<p><b>MU.PLIII.3.2</b> 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.</p> <p><b>MU.PLIII.3.2a</b> 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.</p>	<p><a href="#">Lesson Seed 3.1 - Student Composition</a></p>

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

**Perform: Select**

**Essential Question(s):** How do performers select repertoire?

**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.

FCPS Indicator & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.4:</b> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p><b>MU.PLI.4a:</b> With limited guidance, select a piece of music to perform with attention to context and artistic purpose. Justify and support.</p>	<p><b>MU.PLI.4:</b> 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</p> <p><b>MU.PLI.4a</b> With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support.</p>	<p><b>MU.PLIII.4</b> Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, an expressive qualities, technical challenges, and reasons for choices.</p> <p><b>MU.PLIII.4a</b> With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support.</p>	<p><a href="#">Lesson seed 4.1 - Repertoire Level</a></p> <p><a href="#">Lesson Seed 4.2 - Performer's intent &amp; Style</a></p>

**Perform: Analyze**

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

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

FCPS Indicator & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.4.1:</b> Explain how understanding the structure and the elements of music are used in music selected for</p>	<p><b>MU.PLI.4.1</b> Explain and demonstrate the structure of contrasting pieces of music, selected for performance and how elements of</p>	<p><b>MU.PLIII.4.1</b> Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of</p>	<p><a href="#">Lesson Seed 4.1 - Community Playlist</a></p>

performance.  <b>MU.PLI.4.1a:</b> Explain and compare the use of musical contexts in describing choices of music selected for performance.	music are used.  <b>MU.PLII.4.1a</b> Explain and compare the use of musical contexts in describing choices of music selected for performance.	music are used in each.  <b>MU.PLIII.4.1a</b> Explain and compare the use of musical contexts in describing choices of music selected for performance.	
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**Perform: Interpret**

**Essential Question(s):** How do performers interpret musical works?

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.

<b>FCPS Indicator &amp; Expectations MPL I Grade 6</b>	<b>FCPS Indicators &amp; Expectations MPL II Grade 7</b>	<b>FCPS Indicators &amp; Expectations MPL III Grade 8</b>	<b>Resources</b>
<p><b>MU.PLI.4.2:</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics</p> <p><b>MU.PLI.4.2a:</b> Read from iconic notation, standard notation.</p>	<p><b>MU.PLII.4.2</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, and dynamics.</p> <p><b>MU.PLII.4.2a</b> Read from iconic notation, standard notation.</p>	<p><b>MU.PLIII.4.2</b> When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p><b>MU.PLIII.4.2b</b> Read from iconic notation, standard notation.</p>	<p><a href="#">Lesson Seed 4.1 - Community Playlist</a></p>
<p><b>MU.PLI.4.3:</b> Identify how cultural and historical context inform performances.</p> <p><b>MU.PLI.4.3a:</b> Support and justify how history and culture impact artistic qualities when interpreting a performance.</p>	<p><b>MU.PLII.4.3</b> Identify how cultural and historical context inform performances and result in different music interpretations.</p> <p><b>MU.PLII.4.3a</b> Support and justify how history and culture impact artistic qualities when interpreting a performance.</p>	<p><b>MU.PLIII.4.3</b> Identify how cultural and historical context inform performances and result in different musical effects.</p> <p><b>MU.PLIII.4.3a</b> Support and justify the use of artistic qualities when interpreting music for performance.</p>	<p><a href="#">Lesson Seed 4.1 - Community Playlist</a></p>

**Perform: Interpret**

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

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

**MU.PLI.4.4:** 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.

**MU.PLI.4.4a:** Support and justify the use of artistic qualities when interpreting music for performance.

**MU.PLII.4.4** 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.

**MU.PLII.4.4a** Support and justify the use of artistic qualities when interpreting music for performance.

**MU.PLIII.4.4** 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.PLIII.4.4a** Support and justify the use of artistic qualities when interpreting music for performance.

[Lesson Seed 4.1 - Community Playlist](#)

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

**Performing: Rehearse, Evaluate, Refine**

**Essential Question(s):** How do musicians improve the quality of their performance?

**Enduring Understanding:** 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.

**FCPS Indicator & Expectations  
MPL I Grade 6**

**FCPS Indicators & Expectations  
MPL II Grade 7**

**FCPS Indicators & Expectations  
MPL III Grade 8**

**Resources**

**MU.PLI.5:** 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.

**MU.PLII.5** 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

**MU.PLIII.5** 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

[Lesson Seed 5.2 - Evaluation and Strategies for Improvement](#)

[Lesson Seed 5.1 -](#)

<p><b>MU.PLI.5a</b> With teacher guidance, identify and apply criteria to explore multiple ideas during the rehearsal process, in order to improve performance quality.</p> <p><b>MU.PLI.5b</b> Apply feedback to improve and refine music for performance.</p>	<p>music is ready to perform.</p> <p><b>MU.PLII.5a</b> With limited teacher guidance, identify and apply collaboratively developed criteria to explore multiple ideas during the rehearsal process, in order to improve performance quality, technical accuracy and artistic purpose.</p> <p><b>MU.PLII.5b</b> Apply feedback to improve and refine music in rehearsal.</p>	<p>is ready to perform.</p> <p><b>MU.PLIII.5a</b> With teacher guidance, identify and apply criteria to explore multiple ideas during the rehearsal process, in order to improve performance quality.</p> <p><b>MU.PLIII.5b</b> Apply feedback to improve and refine music for performance.</p>	<p><a href="#">Recorder Unit</a></p>
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**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.

<b>FCPS Indicator &amp; Expectations MPL I Grade 6</b>	<b>FCPS Indicators &amp; Expectations MPL II Grade 7</b>	<b>FCPS Indicators &amp; Expectations MPL III Grade 8</b>	<b>Resources</b>
<p><b>MU.PLI.6</b> Perform the music with technical accuracy to convey the creator’s intent.</p> <p><b>MU.PLI.6a</b> Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.</p>	<p><b>MU.PLII.6</b> Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.</p> <p><b>MU.PLII.6a</b> Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.</p>	<p><b>MU.PLIII.6</b> Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.</p> <p><b>MU.PLIII.6a</b> Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.</p>	<p><a href="#">Lesson Seed 6.1 - Audience Etiquette</a></p> <p><a href="#">Lesson Seed 6.2 - Digital Composition</a></p>



<p><b>MU.PLI.6.1</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p> <p><b>MU.PLI.6.1a</b> Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.</p>	<p><b>MU.PLII.6b</b> Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.</p> <p><b>MU.PLII.6.1</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</p>	<p><b>MU.PLIII.6b</b> Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.</p> <p><b>MU.PLIII.6.1</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style..</p>	
<b>Anchor Standard 7: Perceive and analyze artistic work.</b>			
<p><b>Respond: Select</b>  <b>Essential Question(s):</b> How do individuals choose music to experience?  <b>Enduring Understanding:</b> Individuals’ selection of musical works is influenced by their interests, experiences, understandings and purposes.</p>			
<b>FCPS Indicator &amp; Expectations MPL I Grade 6</b>	<b>FCPS Indicators &amp; Expectations MPL II Grade 7</b>	<b>FCPS Indicators &amp; Expectations MPL III Grade 8</b>	<b>Resources</b>
<p><b>MU.PLI.7</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p><b>MU.PLI.7a</b> Identify musical elements and contexts when selecting a variety of music for listening. Justify the choices with evidence based on specific interests or experiences.</p>	<p><b>MU.PLII.7</b> Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p> <p><b>MU.PLII.7a</b> Identify musical elements and contexts when selecting a variety of music for listening. Justify the choices with evidence based on specific interests or experiences.</p>	<p><b>MU.PLIII.7</b> 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.</p> <p><b>MU.PLIII.7a</b> Identify musical elements and contexts when selecting a variety of music for listening. Justify the choices with evidence based on specific interests or experiences.</p>	<p><a href="#">Lesson Seed 7.1 - Writing Music Reviews</a></p>
<p><b>Respond: Analyze</b></p>			

<p><b>Essential Question(s):</b> How do individuals choose music to experience?  <b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>			
FCPS Indicator & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.7.1</b> Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p><b>MU.PLI.7.1a</b> With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.</p> <p><b>MU.PLI.7.2</b> Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p><b>MU.PLI.7.2a</b> When listening to music from a variety of genres, cultures, and historical periods, identify musical elements and instruments related to the various styles.</p>	<p><b>MU.PLII.7.1</b> Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p><b>MU.PLII.7.1a</b> With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.</p> <p><b>MU.PLII.7.2</b> Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p><b>MU.PLII.7.2a</b> When listening to music from a variety of genres, cultures, and historical periods, identify musical elements and instruments related to the various styles.</p>	<p><b>MU.PLIII.7.1</b> Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p><b>MU.PLIII.7.1a</b> With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.</p> <p><b>MU.PLIII.7.2</b> Identify and compare the contrast of programs of music from a variety of genres, cultures, and historical periods.</p> <p><b>MU.PLIII.7.2a</b> When listening to music from a variety of genres, cultures, and historical periods, identify musical elements and instruments related to the various styles.</p>	<p><a href="#">Lesson Seed 7.1 - Music Listening Activities</a></p>
<p><b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b></p>			
<p><b>Respond: Interpret</b>  <b>Essential Question(s):</b> How do we discern the musical creators’ and performers’ expressive intent?  <b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>			
FCPS Indicator & Expectations	FCPS Indicators & Expectations	FCPS Indicators & Expectations	Resources

MPL I Grade 6	MPL II Grade 7	MPL III Grade 8	
<p><b>MU.PLI.8</b> 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.</p> <p><b>MU.PLI.8a</b> When listening to music, describe how the performers’ personal interpretation and musical choices convey creative intent.</p>	<p><b>MU.PLII.8</b> 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.</p> <p><b>MU.PLII.8a</b> When listening to music, describe how the performers’ personal interpretation and musical choices convey creative intent.</p>	<p><b>MU.PLIII.8</b> 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.</p> <p><b>MU.PLIII.8a</b> When listening to music, describe how the performers’ personal interpretation and musical choices convey creative intent.</p>	<p><a href="#">Lesson Seed 8.2 - Music Culture</a></p>

**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 & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.9</b> Apply teacher-provided criteria to evaluate musical works or performances.</p> <p><b>MU.PLI.9a</b> Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly</p>	<p><b>MU.PLII.9</b> Select from teacher-provided criteria to evaluate musical works or performances.</p> <p><b>MU.PLII.9a</b> Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly</p>	<p><b>MU.PLIII.9</b> Apply appropriate personally-developed criteria to evaluate musical works or performances.</p> <p><b>MU.PLIII.9a</b> Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly</p>	<p><a href="#">Lesson Seed 7.1 - Music Listening Activities</a></p>

<p>communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.</p> <p><b>MU.PLI.9a</b> Compare and contrast musical elements from two or more selections of music.</p>	<p>communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.</p> <p><b>MU.PLII.9a</b> Compare and contrast musical elements from two or more selections of music.</p>	<p>communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.</p> <p><b>MU.PLIII.9b</b> Compare and contrast musical elements from two or more selections of music.</p>	
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**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 & Expectations MPL I Grade 6	FCPS Indicators & Expectations MPL II Grade 7	FCPS Indicators & Expectations MPL III Grade 8	Resources
<p><b>MU.PLI.10</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU.PLI.10a</b> Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.</p>	<p><b>MU.PLII.10</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU.PLII.10a</b> Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.</p>	<p><b>MU.PLIII.10</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU.PLIII.10a</b> Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.</p>	<p><a href="#">Lesson Seed 10.1 - Meaningful Music Connections</a></p>

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

**Connecting****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.

<b>FCPS Indicator &amp; Expectations MPL I Grade 6</b>	<b>FCPS Indicators &amp; Expectations MPL II Grade 7</b>	<b>FCPS Indicators &amp; Expectations MPL III Grade 8</b>	<b>Resources</b>
<p><b>MU.PLI.11</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU.PLI.11a</b> Make connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.</p> <p><b>MU.PLI.11b</b> With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.</p>	<p><b>MU.PLII.11</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU.PLII.11a</b> Make connections <u>between music and other personal, societal, cultural, and historical ways of communication</u> through creating, performing, or responding to music.</p> <p><b>MU.PLII.11b</b> With increasing independence, make connections <u>between music and other common core subjects, including the arts,</u> through creating, performing, or responding to music.</p>	<p><b>MU.PLIII.11</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU.PLIII.11a</b> Make connections <u>between music and other personal, societal, cultural, and historical ways of communication</u> through creating, performing, or responding to music.</p> <p><b>MU.PLIII.11b</b> With increasing independence, make connections <u>between music and other common core subjects, including the arts,</u> through creating, performing, or responding to music.</p>	<p><a href="#">Lesson Seed 11.1 - Music as a tool for change</a></p> <p><a href="#">Lesson Seed 11.2 - Personal Timeline/Nostalgic Connections</a></p> <p><a href="#">Lesson Seed 11.3 - Pop Music History</a></p>