

**Montana Instructional Alignment
HPS Critical Competencies
Music
Grades 6-8**

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.



Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.1 create a work from their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> • Demonstrate knowledge of music notation rhythmically and melodically. • Demonstrate knowledge of music notation by creating simple rhythms and melodies. • Demonstrate knowledge of music notation using dynamics, tempo markings, breathing, and phrasing. 	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Notation Music Clef – Treble (G), Bass (F), Alto (C) Sharp, flat, natural Bar lines Repeat signs Ties Time/Meter signatures Meter changes Bow markings Breath marks Dynamic markings Fingering charts Slurs and Ties	 1, 4, 9, 10	CC.R.2, 3, 4, 5, 10 CC.W.4, 5, 9
1.2 select a variety of materials and sources to demonstrate a specific art form.	<ul style="list-style-type: none"> • Use various warm-up, method, and techniques books and handouts. • Choose an individual performance piece appropriate to their ability level. 	Rehearsal numbers Musical piece Sheet music Score Piano accompaniment Ensemble titles (duet, trio, etc.)	 2, 8, 9, 10	CC.R.1, 2, 4, 5, 8, 10 CC.W.8, 9




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State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.3 prepare and/or revise works for presentation.	<ul style="list-style-type: none"> • Rehearse individually and in a group to prepare music for performance. • Participate in music modifications during individual and group rehearsal. • Perform music for an audience. 	Conductor Director Playing position Stage etiquette Sectionals	 2, 8, 9, 10	CC.R.3, 4, 6, 10 CC.W.1a, 1b, 2c, 10
1.4 collaborate with others to make artistic choices.	<ul style="list-style-type: none"> • Use musical terms to describe music quality. • Participate in group rehearsals (including critical artistic decision-making) and performances. 	Blend Balance Timbre Tone color Articulation Critical listening	 4, 7, 9, 10	CC.R.3, 9, 10 CC.W.1c, 2d, 10
1.5 describe and analyze artistic choices in their own work and works of others	<ul style="list-style-type: none"> • Respond to a variety of musical listening activities with descriptive musical terms. 	Critique Musical structure (forms – AB, ABA, etc.) Instrumentation	 3, 4, 7, 9, 10	CC.R.1, 4, 9, 10 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f


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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timber) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: Identify and perform rhythms (note values of whole through sixteenth notes), compound meter, syncopation, dotted rhythms, and triplets. • Melody: Identify and perform pitches appropriate to instrument or voice and that include sharps and flats, key signature, chromatics, and major and minor scales. • Harmony: Identify and perform divided parts within sections in musical arrangements specific to ability level. • Timbre/Tone Color: Recognize and produce a tone quality that matches instructional models and utilizes instructional technique on their instrument or voice. • Form: Identify and perform a variety of musical structures. 	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Music Clef – Treble (G), Bass (F), Alto © Sharp, flat, natural Solo, duet, trio Melody, harmony Scale Round Repeat signs Intervals (melodic, harmonic) Syncopation Compound meter Triplet Major, minor Binary, ternary, rondo, Sonata Allegro	 2, 4, 9, 10	CC.R.1, 3, 4, 7, 10 CC.W.1b, 2b, 4, 5, 9

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2.2 Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • In all expressive devices, understand the relevance of each device in musical performance. • Dynamics: Identify and perform a variety of dynamic markings with control • Tempo: Recognize tempo markings used in different styles of music. • Phrasing: Identify and perform phrases using appropriate instrumental and vocal markings. • Accompaniment: Recognize the difference between melody, harmony and rhythmic accompaniment. • Interpretation: Respond by interpreting music markings, phrasing and form appropriate to grade level. • Improvisation: Learn beginning improvisational techniques. 	Piano, mezzo piano, mezzo forte, forte Tempo markings (Allegro, Andante, Moderato, etc.) Phrase Breath mark Bow markings Slur, tie Scales (major, minor, etc.) Melody, harmony Ostinato	 2, 4, 9, 10	CC.R.1, 3, 4, 6, 7, 10 CC.W.1b, 2b, 4, 5, 9
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Perform for an audience. 	Conductor Director Playing position Stage etiquette Sectionals	 2, 4, 9, 10	CC.R.3, 4, 5, 7, 9, 10 CC.W.4, 5, 10
2.4 Function: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> • Describe settings in which music serves various functions, including those specific to different cultures. • Identify and perform instrumental or vocal arrangements of music that serves various functions. 	Ceremonial music Theater music Film score Vocal songs Sacred, secular Religious music	 2, 4, 9, 10	CC.R.1, 3, 4, 5, 7, 9, 10 CC.W.7, 8, 9, 10

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- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.5 Style: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> • Describe the characteristics of a varied assortment of musical styles. • Identify and perform a varied assortment of musical styles. 	Jazz Fiddle Mariachi Folk Bluegrass Concert music “Classical” music Art music	 2, 4, 9, 10	CC.R.3, 4, 5, 7, 9, 10 CC.W.1c, 1e, 2d, 2f, 4, 5
2.6 Presentation: rehearse, perform, and critique musical performances.	<ul style="list-style-type: none"> • Participate in class rehearsals to prepare for performances. • Participate in performances and demonstrate appropriate performance etiquette. • Discuss the quality and success of a performance experience following a performance event. 	Blend Balance Timbre Tone color Articulation Critical listening Critique Reflection Self-evaluation	 2, 4, 9, 10	CC.R.3, 4, 5, 7, 9, 10 CC.W.2a, 2b, 4, 9, 10





Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 use art materials, techniques, technologies, and processes to create specific responses.	<ul style="list-style-type: none"> • Discuss and interpret musical experiences using appropriate vocabulary. 	Blend Balance Timbre Tone color Articulation Critical listening Critique Reflection Self-evaluation 1.1 and 2.1 musical terms	 1, 2, 3, 5, 9, 10	CC.R.1, 3, 4, 7 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 10
3.2 communicate intended meaning based on their own ideas and concepts from other sources.	<ul style="list-style-type: none"> • Discuss ways in which personal experiences relate to and are given meaning by a musical experience. • Discuss personal opinions about a musical experience. 	Performance anxiety Critique Self-evaluation Reflection 1.1 and 2.1 musical terms	 3, 4, 9, 10	CC.R.3, 6, 8, 10 CC.W.1e, 2f, 4, 5, 10
3.3 use improvisation / experimentation to determine solutions.	<ul style="list-style-type: none"> • Implement and evaluate the quality of possible musical decisions that affect the potential outcome of a musical experience. 	Compare and contrast Practice Ensemble preparation 1.1 and 2.1 musical terms	 4, 6, 9, 10	CC.R.2, 5, 9 CC.W.6, 9
3.4 use technical skills – use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.	<ul style="list-style-type: none"> • Rehearse and perform with expression and technical accuracy a variety of music. 	Breath control Bow markings Articulation Phrasing Dynamics	 2, 9, 10	CC.R.3, 4, 6, 10 CC.W.4, 5, 9


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Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.	<ul style="list-style-type: none"> • Identify and perform a variety of musical symbols appropriate to musical time period and ensemble configuration. 	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Notation Music Clef – Treble (G), Bass (F), Alto (C) Sharp, flat, natural Bar lines Repeat signs Ties Time/Meter signatures Meter changes Bow markings Breath marks Dynamic markings Fingering charts Slurs and Ties	 1, 3, 4, 8, 9, 10	CC.R.3, 4, 6, 10 CC.W.8, 9

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Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.	<ul style="list-style-type: none"> • Use appropriate terminology to identify stylistic elements and instrumentation of music they perform and music they hear in classroom activities. • Will recognize form and repetition in music. • Discuss listening samples and performances during classroom activities. 	Staccato Legato Marcato Spiccato Tenuto Form, structure (AB, ABA, etc.)	 4, 6, 7, 11	CC.R.1, 3, 4, 5, 10 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f
4.2 describe the influence of personal experience on the interpretation of works of art.	<ul style="list-style-type: none"> • Use level appropriate music vocabulary and everyday language to describe personal interpretations of musical selections. • Discuss ways in which personal experiences influence personal interpretations of musical selections. 	Programming Cultural diversity	 3, 4, 11	CC.R.1, 3, 4, 5, 10 CC.W.4, 5, 6
4.3 develop and apply criteria for evaluating quality and effectiveness of the work of art.	<ul style="list-style-type: none"> • Use level appropriate music vocabulary to create tangible, measurable criteria for the evaluation of musical selections. • Apply student generated evaluative criteria to various musical styles. 	Critique Reflection Rubric criteria	 5, 8, 11	CC.R.1, 3, 4, 5, 10 CC.W.4, 5, 6
4.4 describe and compare a variety of individual responses to works of art.	<ul style="list-style-type: none"> • Discuss different evaluative opinions about various musical selections using descriptive and respectful language and demeanor. • Compare and contrast different evaluative opinions about various musical selections using descriptive and respectful language and demeanor. 	Opinion Fact Compare, contrast Musical style	 3, 5, 7, 11	CC.R.2, 8, 9, 10 CC.W.4, 5, 6

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Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 demonstrate how history/culture and the Arts influence each other.	<ul style="list-style-type: none"> • Perform level appropriate examples of various musical styles from varied historical periods and cultures. • Discuss stylistic elements specific to different musical styles, historical periods, and cultures. 	World music Culture specific terminology Time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Popular) Monophony Polyphony Homophony Instruments Voice types Vocals	 3, 7, 9, 10	CC.R.3, 4, 7, 10 CC.W.4, 5, 9, 10
5.2 identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Examine how history, culture, and the arts influenced and interacted with each other during specific time periods. 	Visual arts Historical events	 3, 7, 8, 9, 10	CC.R.2, 6, 7, 8 CC.W.6, 7, 8
5.3 compare various reasons for creating works of art.	<ul style="list-style-type: none"> • Discuss the roles of musicians and composers historically and culturally. 	Patronage Church music Inspiration Ceremonial music Pedagogy	 1, 2, 7, 9, 10	CC.R.2, 6, 8, 9, 10 CC.W.6, 7, 8, 9
5.4 describe how people's emotions and experiences influence the development of specific art works	<ul style="list-style-type: none"> • Identify emotional qualities in specific pieces of music and recognize musical techniques used to portray those qualities. • Examine historical circumstances surrounding the creation of specific pieces of music. 	Tempo Harmonic structure Major, minor, diminished Historical events	 4, 7, 9, 10	CC.R.6, 7, 8, 10 CC.W.6, 7, 8, 9



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Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.5 demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Participate in performances as audience members and demonstrate appropriate audience etiquette (including appropriate appreciation responses). 	Audience etiquette Applause Exclamations (bravo, brava, encore) Ovation	 3, 4, 9, 10	CC.R.3, 4, 9 CC.W.1c, 2d, 4, 5
5.6 determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	<ul style="list-style-type: none"> • Analyze music from various cultures and historical periods that was written in response to societal or cultural change. • Identify through listening and performing musical elements that express societal and cultural changes from various cultures and historical periods. 	World music Culture specific terminology Time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Popular) Social justice	 4, 7, 9, 10	CC.R.2, 6, 7, 8 CC.W.6, 7, 8, 9





Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.1 compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in Music, movement in dance, and human interrelationships in theatre) correlate to similar events, scenes, emotions or ideas.	<ul style="list-style-type: none"> • Compare and contrast characteristics common to all art forms. • Analyze how different art forms use their mediums to communicate with an audience. 	Audience perceptions Artistic function	 3, 6, 7, 9, 10	CC.R.1, 2, 8, 9 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 9
6.2 utilize interrelated elements among the Arts and other subject areas.	<ul style="list-style-type: none"> • Incorporate cross-curricular lessons, collaboratively with other instructors, to bring other arts and core disciplines into the music classroom. 	Art in society Expression Fine arts	 5, 6, 7, 9, 10	CC.R.3, 4, 5, 8 CC.W.7, 8, 9
6.3 explore vocational and a vocational opportunities in the Arts.	<ul style="list-style-type: none"> • Identify and explore how careers in the arts extend beyond simple performance opportunities. 	Technology Teaching Business	 3, 4, 6, 7, 8, 9, 10	CC.R.1, 2, 4, 6, 9 CC.W.7, 8, 9
6.4 identify how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • Examine and discuss historical and cultural environments that led to the creation of specific pieces of music. 	Patronage Church music Inspiration Ceremonial music Pedagogy	 1, 4, 7, 9, 10	CC.R.1, 2, 5, 8 CC.W.7, 8, 9

