

Music: Jazz - Grades 6-8

Adopted 2018

Creating

- 1 Improvise, compose, and arrange music within specified guidelines.** [MSJB.CR.1](#)
 - a Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). [MSJB.CR.1.A](#)
 - b Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). [MSJB.CR.1.B](#)
 - c Refine improvised or composed pieces using teacher-created criteria. [MSJB.CR.1.C](#)
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Performing

- 1 Sing alone or with others.** [MSJB.PR.1](#)
 - a Sing to recognize fundamentals of tone production. [MSJB.PR.1.A](#)
 - b Sing to match pitch. [MSJB.PR.1.B](#)
 - 2 Perform on instruments through a varied repertoire of music, alone and with others.** [MSJB.PR.2](#)
 - a Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). [MSJB.PR.2.A](#)
 - b Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). [MSJB.PR.2.B](#)
 - c Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). [MSJB.PR.2.C](#)
 - d Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [MSJB.PR.2.D](#)
 - e Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. [MSJB.PR.2.E](#)
 - 3 Read and identify elements of notated music.** [MSJB.PR.3](#)
 - a Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics,tempo, articulation, expression). [MSJB.PR.3.A](#)
 - b Define and describe the musical terms incorporated in the literature and identify key signatures. [MSJB.PR.3.B](#)
 - c Demonstrate a steady beat, rhythms, and meters through a systematic countingprocedure. [MSJB.PR.3.C](#)
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Responding

- 1 Listen to, analyze, and describe music.** [MSJB.RE.1](#)
 - a Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). [MSJB.RE.1.A](#)
 - b Compare and contrast musical works based on genre and culture. [MSJB.RE.1.B](#)

 - 2 Respond to music and music performances of themselves and others.** [MSJB.RE.2](#)
 - a Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). [MSJB.RE.2.A](#)
 - b Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations). [MSJB.RE.2.B](#)
 - c Using self-reflection and peer feedback, compile a list of strengths and weaknesses in performances and suggest areas of improvement. [MSJB.RE.2.C](#)
 - d Identify the interpretations in a band performance in relation to the expressive intent of the composer. [MSJB.RE.2.D](#)
 - e Describe and demonstrate appropriate ensemble and audience etiquette for a performance. [MSJB.RE.2.E](#)
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Connecting

- 1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.** [MSJB.CN.1](#)
 - a Describe the relationship between music and other arts. [MSJB.CN.1.A](#)
 - b Describe the relationship between music and other disciplines. [MSJB.CN.1.B](#)
 - c Identify genres, styles, and composers within specific time periods. [MSJB.CN.1.C](#)
 - d Describe the relationship between music and musicians, society and culture. [MSJB.CN.1.D](#)