

Instrumental Music 6-8 | IM

For Instrumental Music 6-8, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels as a means of developing students' competency.

Literacy in the instrumental music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas.

The activity of instrumental music provides students opportunities for high and varied levels of critical thinking. Students of instrumental music develop a second written language and artistically-enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the instrumental classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Instrumental music instruction cultivates an individual who is capable of multi-tasking, managing time, working alone, and collaborating with others.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
Perform (P)	Sing (1), play (2), read (5)	1. Select, analyze, interpret 2. Develop and refine 3. Convey meaning through presentation	See grade levels
Create (Cr)	Improvise (3), compose (4)	4. Generate and conceptualize 5. Organize and develop 6. Refine and complete	
Respond (R)	Listen (6), analyze (7)	7. Perceive and analyze artistic work 8. Interpret intent and meaning 9. Apply criteria to evaluate	
Connect (Cn)	Connect (8), historical (9)	10. Synthesize and relate knowledge and personal experience 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	

DOMAIN: Perform	
Foundation P1 Select, analyze, and interpret artistic work for presentation.	
Standard IM.P1	
Grade Level	Standards
6	6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.
	6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.
	6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.
7	7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.
	7.IM.P1.B Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.
	7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.
8	8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.
	8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.
	8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation.

Standard IM.P2

Grade Level	Standards
6	6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.
	6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrate proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.
	6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.
	6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.
7	7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.
	7.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.
	7.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading.

	7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.
8	8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.
	8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone. Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.
	8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading using a variety of meters and tempi.
	8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.

DOMAIN: Perform	
Foundation P3 Convey and express meaning through the performance of artistic work.	
Standard IM.P3	
Grade Level	Standards
6	6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.
	6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.

7	7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.
	7.IM.P3.B Demonstrate an understanding of the context of music through prepared and/or improvised performances.
8	8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.
	8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

DOMAIN: Create	
Foundation Cr1 Generate and conceptualize artistic ideas and work.	
Standard IM.Cr1	
Grade Level	Standards
6	6.IM.Cr1.A Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).
7	7.IM.Cr1.A Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.

8	8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.
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DOMAIN: Create	
Foundation Cr2 Organize and develop artistic ideas and work.	
Standard IM.Cr2	
Grade Level	Standards
6	6.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines.
	6.IM.Cr2.B Preserve draft compositions and improvisations through standard notation and/or recording technology.
7	7.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine a four-measure melody within specified guidelines.
	7.IM.Cr2.B Preserve draft compositions and/or improvisations through standard notation and/or recording technology.
8	8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.
	8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.

DOMAIN: Create	
Foundation Cr3 Refine and complete artistic work.	
Standard IM.Cr3	
Grade Level	Standards
6	6.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.
	6.IM.Cr3.B Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.
7	7.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.
	7.IM.Cr3.B Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.
8	8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.
	8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.

DOMAIN: Respond	
Foundation R1 Perceive and analyze artistic work.	
Standard IM.R1	
Grade Level	Standards
6	6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
	6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.

7	7.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
	7.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.
8	8.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.
	8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.

DOMAIN: Respond	
Foundation R2 Interpret intent and meaning in artistic work.	
Standard IM.R2	
Grade Level	Standards
6	6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.
7	7.IM.R2.A Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.
8	8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.

DOMAIN: Respond	
Foundation R3 Apply criteria to evaluate artistic work.	
Standard IM.R3	
Grade Level	Standards
6	6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.
7	7.IM.R3.A Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.
8	8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.

DOMAIN: Connect	
Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors.	
Standard IM.Cn1	
Grade Level	Standards
6	6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
7	7.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
8	8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

Standard IM.Cn2

Grade Level	Standards
6	6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
7	7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
8	8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.