VERMONT
AGENCY OF EDUCATION

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Music 8th Grade Learning Targets

Note that the Performance Indicators used for this grade level are from the sample Visual Art Proficiency-Based Graduation Requirements with Performance Indicators which was created using the National Core Arts Standards General Music strand.

Create (Cr)	
Cr1- Generate and conceptualize artistic ideas and work. **Process Component: Imagine**	
Performance Indicator: Use multiple approaches to generate rhythmic, melodic, and melodic phrases within a variety of forms that convey expressive intent. (MU:Cr1.1.8)	Learning Targets: I can use different approaches to create rhythmic and melodic phrases within a variety of forms. I can convey expressive intent within a variety of forms.
Performance Indicator: Select, organize, and document musical ideas for arrangements, and compositions that demonstrate knowledge of intended musical elements. (MU:Cr2.1.8a)	Learning Targets: I can select, organize, and document musical ideas for arrangements and compositions. I can demonstrate knowledge of intended musical elements.
Cr2- Organize and develop artistic ideas and work. **Process Components: Plan and Make**	
Performance Indicator: Use symbolic (e.g., standard, Nashville, etc.) and/or iconic notation or recordings to document musical ideas. (MU:Cr2.1.8b)	Learning Target: I can use notation or recording to document musical ideas.
Cr3- Refine and complete artistic work **Process Components: Evaluate and Refine, Select**	
Performance Indicator: Evaluate one's own work and articulate creative choices based on criteria. (MU:Cr3.1.8)	Learning Targets: I can evaluate my own work based on criteria. I can explain my creative choices based on criteria.
Performance Indicator: Present the final version of one's documented composition, song, or arrangement using craftsmanship and originality to demonstrate application of compositional techniques. (MU:Cr3.2.8)	Learning Targets: I can present the final version of my documented composition, song, or arrangement. I can use artistry and originality to demonstrate compositional techniques.

Perform (Pr)

Pr4- Select, analyze and interpret artistic work for presentation.
Process Components: Select, Analyze, Interpret

Performance Indicator:	Learning Targets:
Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and discuss expressive qualities, technical challenges, and reasons for choices. (MU:Pr4.1.8)	I can apply personally-developed criteria for selecting music of different styles for a program with a specific purpose. I can discuss expressive qualities, technical challenges, and reasons for my choices/selections.
Performance Indicator: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. (MU:Pr4.2.8a)	Learning Target: I can compare the structure of different pieces of music selected for performance and explain how the elements of music are used in each.
Performance Indicator: Analyze selected music by sight-reading simple rhythmic, melodic, and/or harmonic notation, in treble or bass clef. (MU:Pr4.2.8b)	Learning Target: I can analyze selected music by sight-reading simple rhythmic, melodic, and/or harmonic notation, in treble or bass clef.
Performance Indicator: Identify how cultural and historical context inform performances and result in different musical effects. (MU:Pr4.2.8c)	Learning Target: I can identify how culture and history influence performances and result in different musical effects.
Performance Indicator: Demonstrate the interaction between musical elements and expressive intent in the interpretation of contrasting pieces of music through discussion and/or musical performance. (MU:Pr4.3.8)	Learning Target: I can demonstrate the relationship between musical elements and expressive intent in different pieces of music through discussion and/or musical performance.

Pr5- Develop and refine artistic techniques and work for presentation.
Process Component: Rehearse, Evaluate, and Refine

Performance Indicator:	Learning Target:
Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performers, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform. (MU:Pr5.1.8)	I can identify and apply personally-developed criteria to rehearse, refine, and determine when the music is ready to perform.

Pr6- Convey meaning through the presentation of artistic work.
Process Component: Present

Performance Indicator:	Learning Target:
Perform the music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent. (MU:Pr6.1.8a)	I can perform the music with technical accuracy, stylistic expression, and culturally authentic practices to convey the composer intent.
Performance Indicator: Acknowledge and demonstrate appropriate performer and audience etiquette. (MU:Pr6.1.8b)	Learning Target: I can identify and demonstrate appropriate performer and audience etiquette.

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Respond (Re)

Re7- Perceive and analyze artistic work.
Process Component: Select, Analyze

Performance Indicator:	Learning Target:
Select programs of music (such as a CD mix or live performances) based on aural evidence that demonstrates the connections to an interest or experience for a specific purpose. (MU:Re7.1.8)	I can select programs of music based on evidence for a specific purpose, that connects to an interest or experience.
Performance Indicator: Compare pieces of music based upon musical elements. (MU:Re7.2.8a)	Learning Target: I can compare pieces of music based upon musical elements.
Performance Indicator: Compare pieces of music based on genre, culture, and historical period. (MU:Re7.2.8b)	Learning Target: I can compare pieces of music based on genre, culture, and historical period.

Re8- Interpret intent and meaning in artistic work.
Process Component: Interpret

Performance Indicator:	Learning Targets:
Support personal interpretation of contrasting music and explain how creators or performers apply the elements of music, within genres, cultures, and historical periods. (MU:Re8.1.8)	I can support personal interpretation of contrasting music. I can explain how composers or performers apply the elements of music, within genres, cultures, and historical periods.

Re9- Apply criteria to evaluate artistic work.
Process Component: Evaluate

Performance Indicator:	Learning Target:
Evaluate musical works or performances according to personally-developed criteria. (MU:Re9.1.8)	I can evaluate music or performances according to personally-developed criteria.

Connect (Cn)

Cn10- Synthesize and relate knowledge and personal experiences to make art.

Performance Indicator:	Learning Target:
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.0.8)	I can demonstrate how a person's interests, knowledge, and skills relate to choices and intent when creating, performing, and responding to music.

Cn11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Indicator:	Learning Target:
Demonstrate understanding of relationships between music and the other arts and daily life. (MU:Cn11.0.8)	I can demonstrate understanding of relationships between music and the other arts and daily life.

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