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# Standards Map Template–2021 Arts Education AdoptionGrade Eight Music

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 8.MU:Cr1 | Generate [rhythmic](#rhythm), melodic, and harmonic [phrases](#phrase) and harmonic accompaniments within [expanded forms](#expandedform) (including introductions, transitions, and codas) that convey [expressive intent](#expressiveintent). |  |  |  |  |
| 8.MU:Cr2a | Select, organize, and document personal [musical ideas](#musicalidea) for [arrangements](#arrangement), songs, and [compositions](#composition) within [expanded forms](#expandedform) that [demonstrate](#demonstrate) [tension and release](#tensionandrelease), [unity](#unity) and [variety](#variety), balance, and convey [expressive intent](#expressiveintent). |  |  |  |  |
| 8.MU:Cr2b | Use [standard](#standardnotation) and/or [iconic notation](#iconicnotation) and/or audio/video recording to document personal rhythmic phrases, melodic [phrases](#phrase), and [harmonic sequences](#harmonicsequences). |  |  |  |  |
| 8.MU:Cr3.1a | Evaluate personal work by selecting and applying [criteria](#criteria) including appropriate application of [compositional techniques](#compositionaltechniques), [style](#style), [form](#form), and use of sound sources. |  |  |  |  |
| 8.MU:Cr3.1b | Describe the rationale for [refining](#refine) works by explaining the choices, based on evaluation [criteria](#criteria). |  |  |  |  |
| 8.MU:Cr3.2 | [Present](#present) the final version of documented personal [composition](#composition), song, or [arrangement](#arrangement), using [craftsmanship](#craftsmanship) and originality to demonstrate the application of [compositional techniques](#compositionaltechniques) for creating [unity](#unity) and [variety](#variety), [tension and release](#tensionandrelease), and balance to convey [expressive intent](#expressiveintent). |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 8.MU:Pr4.1 | Apply [personally developed criteria](#personallydevelopedcriteria) for selecting music of contrasting [styles](#style) for a [program](#program) with a specific [purpose](#purpose) and/or [context](#context), and explain [expressive qualities](#expressivequalities), [technical challenges](#technicalchallenges), and reasons for choices. |  |  |  |  |
| 8.MU:Pr4.2a | Compare the [structure](#structure) of contrasting [pieces](#piece) of music selected for [performance](#perform), explaining how the [elements of music](#elementsofmusic) are used in each. |  |  |  |  |
| 8.MU:Pr4.2b | When [analyzing](#analyze) selected music, sight-read in treble, alto, or bass clef simple [rhythmic](#rhythm), melodic, and/or harmonic [notation](#notation). |  |  |  |  |
| 8.MU:Pr4.2c | Identity how [personal](#contextpersonal), [social](#contextsocietal), [cultural](#contextcultural), and [historical](#contexthistorical) [context](#context) inform [performances](#perform) and result in different music [interpretations](#interpretation). |  |  |  |  |
| 8.MU:Pr4.3 | [Perform](#perform) contrasting [pieces](#piece) of music, [demonstrating](#demonstrate) and explaining how the music’s [intent](#intent) is conveyed by [interpretations](#interpretation) of the [elements of music](#elementsofmusic) and [expressive qualities](#expressivequalities) (such as [articulation](#articulation)/[style](#style) and [phrasing](#phrasing)). |  |  |  |  |
| 8.MU:Pr5 | Identify and apply [personally developed criteria](#personallydevelopedcriteria) (such as demonstrating correct [interpretation](#interpretation) of [notation](#notation), [technical skill](#technicalaccuracytechnicalskill) of performer, originality, emotional impact, [variety](#variety), and interest) to rehearse, [refine](#refine), and determine when the music is ready to [perform](#perform). |  |  |  |  |
| 8.MU:Pr6a | [Perform](#perform) the music, alone or with others, with [technical accuracy](#technicalaccuracytechnicalskill), [stylistic expression](#stylisticexpression), and [culturally authentic practices](#culturallyauthenticperformance) in music to convey the [creator’s](#creator) [intent](#intent). |  |  |  |  |
| 8.MU:Pr6b | Demonstrate [performance decorum](#performancedecorum) and [audience etiquette](#audienceetiquette) appropriate for [venue](#venue), [purpose](#purpose), [context](#context), and [style](#style). |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 8.MU:Re7.1 | [Select](#select) [programs](#program) of music and [demonstrate](#demonstrate) the [connections](#connection) to an interest or experience for a specific [purpose](#purpose). |  |  |  |  |
| 8.MU:Re7.2a | Compare how the [elements of music](#elementsofmusic) and [expressive qualities](#expressivequalities) relate to the [structure](#structure) within [programs](#program) of music. |  |  |  |  |
| 8.MU:Re7.2b | Identify and compare the [context](#context) of [programs](#program) of music from a variety of [genres](#genre), [cultures](#culture), and [historical periods](#historicalperiods). |  |  |  |  |
| 8.MU:Re8 | Support personal [interpretations](#interpretation) of contrasting [programs](#program) of music and explain how [creators](#creator)’ and performers’ apply the [elements of music](#elementsofmusic) and [expressive qualities](#expressivequalities), within [genres](#genre), [cultures](#culture), and [historical periods](#historicalperiods), to convey [expressive intent](#expressiveintent). |  |  |  |  |
| 8.MU:Re9 | Apply appropriate [personally developed criteria](#personallydevelopedcriteria) to evaluate [musical works](#musicalwork) or [performances](#perform). |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 8.MU:Cn10 | Examine and [demonstrate](#demonstrate) how personal interests, knowledge, and ideas relate to choices and [intent](#intent) when creating, performing, and responding to music. |  |  |  |  |
| 8.MU:Cn11 | Examine and [demonstrate](#demonstrate) [connections](#connection) between music and [societal](#contextsocietal), [cultural](#contextcultural), and [historical contexts](#contexthistorical) when creating, performing, and responding. |  |  |  |  |

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