

# Harmonizing Instruments: MS Level 3

## CREATING MS3.CR

### Imagine

- 1 Generate and conceptualize artistic ideas and work. MS3.CR.1
    - 1 Generate rhythmic, melodic, and harmonic ideas for melodies created over specified chord progressions. MS3.CR.1.1
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### Plan and Make

- 2 Choose and demonstrate favorite musical ideas. MS3.CR.2
    - 2 Select and utilize systems of notation or recording to document simple melodies. MS3.CR.2.2
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### Evaluate and Refine

- 3 Refine and complete artistic work. MS3.CR.3
    - 3 Refine drafts of melodies created over specified chord progressions or in AB/ABA forms. MS3.CR.3.3
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### Present

3. Refine and complete artistic work. MS3.CR.3
    - 4 Present a final version of their creation for a specific purpose. MS3.CR.3.4
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## PERFORMING MS3.PR

### Select

- 4 Select, analyze, and interpret artistic work for presentation. MS3.PR.4
    - 5 Select varied musical repertoire, explaining how their choices reflect personal preferences and performance context. MS3.PR.4.5
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### Analyze

- 5 Select, analyze, and interpret artistic work for presentation. MS3.PR.4
  - 6 Compare and contrast melodic, harmonic, and structural characteristics in a varied repertoire of music. MS3.PR.4.6

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### Interpret

- 6 Select, analyze, and interpret artistic work for presentation. [MS3.PR.4](#)
- 7 Interpret the social, cultural, or historical context in a varied repertoire of music. [MS3.PR.4.7](#)

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### Rehearse, Evaluate, and Refine

- 5 Develop and refine artistic techniques and work for presentation. [MS3.PR.5](#)
- 8 Identify and apply practice strategies to address challenges and refine performances. [MS3.PR.5.8](#)

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### Present

- 6 Convey meaning through the presentation of artistic work. [MS3.PR.6](#)
- 9 Perform a varied repertoire of music alone and with others and evaluate the performance based on personal, peer, teacher, or professional criteria. [MS3.PR.6.9](#)

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## RESPONDING [MS3.RE](#)

### Select

- 7 Perceive and analyze artistic work. [MS3.RE.7](#)
- 10 Explain reasons for selecting particular pieces of music for performance, citing their characteristics and connections to interest, purpose, and context. [MS3.RE.7.10](#)

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### Analyze

- 7 Perceive and analyze artistic work. [MS3.RE.7](#)
- 11 Describe how the manipulation of musical elements influences their own response to particular pieces or programs of music. [MS3.RE.7.11](#)

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### Interpret

- 8 Interpret intent and meaning in artistic work. [MS3.RE.8](#)
- 12 Compare and contrast the expressive intent and meaning of varied musical selections. [MS3.RE.8.12](#)

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### Evaluate

- 9 Apply criteria to evaluate artistic work. [MS3.RE.9](#)
- 13 Apply established criteria to evaluate musical performances for technical proficiency, emotional impact, and adherence to the genre or style. [MS3.RE.9.13](#)

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## CONNECTING [MS3.CN](#)

### Connect

- 10 Synthesize and relate knowledge and personal experiences to make art. [MS3.CN.10](#)
- 14 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. [MS3.CN.10.14](#)

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**Connect**

- 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. [MS3.CN.11](#)
- 15 Describe the influence of societal, cultural, and historical context on the creation of music. [MS3.CN.11.15](#)
- 16 Demonstrate performer and audience behaviors for Grades 6-8 students for a variety of venues and contexts. [MS3.CN.11.16](#)