

Kansas State Music Standards

PreK-8 General Music

Cr	Standard 1: Creating – Conceiving and developing new artistic ideas and work.
	Process Component Cr.1: Imagine – <i>Generate musical ideas for various purposes and contexts.</i>
	Process Component Cr.2: Plan and Make – <i>Select and develop musical ideas for defined purposes and contexts.</i>
	Process Component Cr.3: Evaluate and Refine – <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>
Pr	Process Component Cr.4: Present – <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>
	Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.
	Process Component Pr.1: Select – <i>Select varied musical work to present based on interest, knowledge, technical skill, and context.</i>
	Process Component Pr.2: Analyze – <i>Analyze the structure and context of varied musical works and their implication for performance.</i>
	Process Component Pr.3: Interpret – <i>Develop personal interpretations that consider creators' intent.</i>
Re	Process Component Pr.4: Rehearse, Evaluate, and Refine – <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>
	Process Component Pr.5: Present – <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>
	Standard 3: Responding – Understanding and evaluating how the arts convey meaning.
	Process Component Re.1: Select – <i>Choose music appropriate for a specific purpose or context.</i>
	Process Component Re.2: Analyze – <i>Analyze how the structure and context of varied musical works inform the response.</i>
	Process Component Re.3: Interpret – <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>
	Process Component Re.4: Evaluate – <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.1: Imagine - Generate musical ideas for various purposes and contexts. Connect: Relate musical ideas and works with varied context to deepen understanding.		
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question: How do musicians generate creative ideas?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	Cr.1.PreK With <i>substantial guidance</i> , explore and experience a variety of music.	
Kindergarten	Cr.1.K.a With <i>guidance</i> , explore and experience <i>music concepts (such as beat and melodic contour)</i> . Cr.1.K.b With <i>guidance</i> , generate <i>musical ideas</i> (such as <i>movements</i> or <i>motives</i>).	
1st Grade	Cr.1.1.a With <i>limited guidance</i>, create musical ideas (such as answering a musical question) for a specific purpose. Cr.1.1.b With <i>limited guidance</i> , generate musical ideas <i>in multiple tonalities (such as major and minor) and meters (such as duple and triple)</i> .	
2nd Grade	Cr.1.2.a <i>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</i> Cr.1.2.b Generate musical patterns and ideas <i>within the context of a given tonality</i> (such as major and minor) and meter (such as duple and triple).	
The Student Will <ul style="list-style-type: none"> Explore various sound sources to express ideas, feelings, and basic concepts. Improvise own instrumental accompaniments to enhance songs, stories, and/or poems. Improvise “answers” in the same style to given rhythmic and melodic “questions”. Improvise simple rhythmic/melodic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given melody. Improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines. Improvise a simple harmonic accompaniment. Improvise simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys. Improvise a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment. Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story. 		



Fine Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.1: Imagine: <i>Generate musical ideas for various purposes and contexts.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question: How do musicians generate creative ideas?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	<p>Cr.1.3.a <i>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</i></p> <p>Cr.1.3.b Generate musical <i>ideas (such as rhythms and melodies)</i> within a given tonality <i>and/or</i> meter.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Explore various sound sources to express ideas, feelings, and basic concepts. • Improvises own instrumental accompaniments to enhance songs, stories, and/or poems. • Improvise “answers” in the same style to given rhythmic and melodic “questions”. • Improvises simple rhythmic/melodic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given melody. • Improvises an original short song or instrumental piece with a variety of sound sources within specified guidelines. • Improvises a simple harmonic accompaniment. • Improvises simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys. • Improvises a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment. • Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.
4 th Grade	<p>Cr.1.4.a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</i></p> <p>Cr.1.4.b Generate musical ideas (such as rhythms, melodies, and <i>simple accompaniment patterns</i>) within related tonalities (such as major and minor) and meters.</p>	
5 th Grade	<p>Cr.1.5.a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</i></p> <p>Cr.1.5.b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and <i>simple chord changes</i>.</p>	



Fine Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.

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Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 6 - 8		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.1: Imagine: <i>Generate musical ideas for various purposes and contexts.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question: How do musicians generate creative ideas?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
6 th Grade	Cr.1.6 Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	The Student Will: <ul style="list-style-type: none"> Explore various sound sources to express ideas, feelings, and basic concepts. Improvise own instrumental accompaniments to enhance songs, stories, and/or poems. Improvise “answers” in the same style to given rhythmic and melodic “questions”. Improvise simple rhythmic/melodic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given melody. Improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines. Improvise a simple harmonic accompaniment. Improvise simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys. Improvise a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment. Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.
7 th Grade	Cr.1.7 Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	
8 th Grade	Cr.1.8 Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	

Fine Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.2: Plan and Make: <i>Select and develop musical ideas for defined purposes and contexts.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
Pre K	<p>Cr.2.PreK.a With <i>substantial guidance</i>, <i>explore</i> favorite <i>musical ideas</i> (such as <i>movements, vocalizations</i>, or instrumental accompaniments).</p> <p>Cr.2.PreK.a With <i>substantial guidance</i>, select and keep track of the order for performing original <i>musical ideas</i>, using <i>iconic notation</i> and/or recording technology.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Arrange or compose short songs and/or instrumental pieces using a variety of sound sources. • Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance. • Arrange a simple piece for voices or instrument other than that for which the piece was written. • Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation. • Notate rhythms using a variety of standard note and rest values (i.e. whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth) in a given meter signature (i.e. 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve). • Notate melodic and/or harmonic patterns or phrases using traditional notation. • Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.
Kindergarten	<p>Cr.2.K.a With guidance, <i>demonstrate and choose favorite musical ideas</i>.</p> <p>Cr.2.K.b With guidance, <i>organize</i> personal <i>musical ideas</i> using iconic notation and/or recording technology.</p>	
1 st Grade	<p>Cr.2.1.a With <i>limited</i> guidance, <i>demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent</i>.</p> <p>Cr.2.1.b With <i>limited</i> guidance, use iconic or standard notation and/or recording technology to <i>document and organize</i> personal musical ideas.</p>	
2 nd Grade	<p>Cr.2.2.a Demonstrate and <i>explain</i> personal reasons for selecting <i>patterns and ideas for music</i> that represent expressive intent.</p> <p>Cr.2.2.b Use iconic or standard notation and/or recording technology to <i>combine, sequence</i>, and document personal musical ideas.</p>	

Fine Arts Anchor Standard 2: Organize


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Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.2: Plan and Make: <i>Select and develop musical ideas for defined purposes and contexts.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	<p>Cr.2.3.a Demonstrate <i>selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</i></p> <p>Cr.2.3.b Use standard and/or iconic notation and/or recording technology to document personal <i>rhythmic and melodic</i> musical ideas.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Arrange or compose short songs and/or instrumental pieces using a variety of sound sources. • Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance. • Arrange a simple piece for voices or instrument other than that for which the piece was written. • Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation. • Notate rhythms using a variety of standard note and rest values (i.e. whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth) in a given meter signature (i.e. 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve). • Notate melodic and/or harmonic patterns or phrases using traditional notation. • Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.
4 th Grade	<p>Cr.2.4.a Demonstrate selected <i>and organized</i> musical ideas for an improvisation, <i>arrangement</i>, or composition to express intent, <i>and explain connection to purpose and context.</i></p> <p>Cr.2.4.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, <i>and simple harmonic</i> musical ideas.</p>	
5 th Grade	<p>Cr.2.5.a Demonstrate selected <i>and developed</i> musical ideas for improvisations, arrangements, or <i>compositions</i> to express intent, and explain connection to purpose and context.</p> <p>Cr.2.5.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and <i>two-chord harmonic</i> musical ideas.</p>	



Fine Arts Anchor Standard 2: Organize and develop artistic ideas and work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 6 - 8		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.2: Plan and Make: <i>Select and develop musical ideas for defined purposes and contexts.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
6 th Grade	<p>Cr.2.6.a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>Cr.2.6.b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p>	
7 th Grade	<p>Cr.2.7.a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>Cr.2.7.b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>	
8 th Grade	<p>Cr.2.8.a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</p> <p>Cr.2.8.b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>	

Fine Arts Anchor Standard 2: Organize

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.3: Evaluate and Refine: <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>		
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their creative work?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
Pre K	Cr.3.PreK With <i>substantial guidance, consider personal, peer, and teacher feedback</i> when demonstrating and refining personal musical ideas.	The Student Will: <ul style="list-style-type: none"> Explain, using appropriate music terminology, their personal preferences for quality musical works. Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation. Apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback. Apply feedback to refine a student-generated musical creation.
Kindergarten	Cr.3.K With guidance, <i>apply</i> personal, peer, and teacher feedback in refining personal musical ideas.	
1st Grade	Cr.3.1 With <i>limited</i> guidance, <i>discuss and apply</i> personal, peer, and teacher feedback to refine personal musical ideas.	
2nd Grade	Cr.3.2 <i>Interpret</i> and apply personal, peer, and teacher feedback <i>to revise personal music.</i>	



Fine Arts Anchor Standard 3: Refine and complete artistic work.


The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.3: Evaluate and Refine: <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>		
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their creative work?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	Cr.3.3 <i>Evaluate, refine, and document</i> revisions to personal <i>musical ideas</i> , <i>applying teacher-provided and collaboratively-developed criteria and feedback.</i>	The Student Will: <ul style="list-style-type: none"> Explain, using appropriate music terminology, their personal preferences for quality musical works. Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation. Apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback. Apply feedback to refine a student-generated musical creation.
4 th Grade	Cr.3.4 Evaluate, refine, and document revisions to personal <i>music</i> , applying teacher-provided <i>and collaboratively-developed</i> criteria and feedback <i>to show improvement over time.</i>	
5 th Grade	Cr.3.5 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, <i>and explain rationale for changes.</i>	




Fine Arts Anchor Standard 3: Refine and complete artistic work.

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Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 6 - 8		 School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.3: Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.		
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their creative work?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
6 th Grade	<p>Cr.3.6.a Evaluate their own work, applying teacher-provided criteria such as <i>application of selected elements of music, and use of sound sources.</i></p> <p>Cr.3.6.b Describe the rationale for making revisions to the music based on <i>evaluation criteria and feedback from their teacher.</i></p>	
7 th Grade	<p>The Student Will:</p> <ul style="list-style-type: none"> • Explain, using appropriate music terminology, their personal preferences for quality musical works. • Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation. • Apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback. • Apply feedback to refine a student-generated musical creation. 	
7 th Grade		<p>Cr.3.7.a Evaluate their own work, applying selected criteria such as <i>appropriate</i> application of elements of music including <i>style, form,</i> and use of sound sources.</p> <p>Cr.3.7.b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher <i>and peers.</i>)</p>
8 th Grade		<p>Cr.3.8.a Evaluate their own work by selecting and applying criteria including <i>appropriate application of compositional techniques,</i> style, form, and use of sound sources.</p> <p>Cr.3.7.b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p>


Fine Arts Anchor Standard 3: Refine and complete artistic work.

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Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2	
Process Component Cr.4: Present: <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question: When is creative work ready to share?	
Performance Indicators	Instructional Learning Opportunities
<i>Bold italics</i> represent what is new beyond the earlier level	
Pre K	The Student Will: <ul style="list-style-type: none"> • Develop an artist statement describing the creative process and expressive intent of a student-generated musical creation. • Perform individually (or have others perform) a student-generated musical creation demonstrating craftsmanship and originality.
Kindergarten	
1 st Grade	
2 nd Grade	
	


Fine Arts Anchor Standard 3: Refine and complete artistic work.

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Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		 School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.4: Present: <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question: When is creative work ready to share?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	Cr.4.3 Present the final version of personal created music to others, and describe connection to expressive intent.	The Student Will: <ul style="list-style-type: none"> • Develop an artist statement describing the creative process and expressive intent of a student-generated musical creation. • Perform individually (or have others perform) a student-generated musical creation demonstrating craftsmanship and originality.
4 th Grade	Cr.4.4 Present the final version of personal created music to others, and explain connection to expressive intent.	
5 th Grade	Cr.4.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explains connection to expressive intent	

Fine Arts Anchor Standard 3: Refine and complete artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 6 - 8		 School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.4: Present: <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question: When is creative work ready to share?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
6 th Grade	Cr.4.6 Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate <i>an effective beginning, middle, and ending</i> , and convey expressive intent.	The Student Will: <ul style="list-style-type: none"> • Develop an artist statement describing the creative process and expressive intent of a student-generated musical creation. • Perform individually (or have others perform) a student-generated musical creation demonstrating craftsmanship and originality.
7 th Grade	Cr.4.7 Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate <i>unity and variety</i> , and convey expressive intent.	
8 th Grade	Cr.4.8 Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of <i>compositional techniques</i> for creating unity and variety, <i>tension and release, and balance</i> to convey expressive intent.	

Fine Arts Anchor Standard 3: Refine and complete artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.1: Select: <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question: How do performers select repertoire?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K Pr.1.PreK With <i>substantial</i> guidance, demonstrate and state preference for varied musical selections.	The Student Will: <ul style="list-style-type: none"> Identify and describe the purpose of music as it is experienced in daily life. Understand the historical and cultural context of a musical selection. Identify appropriate musical selections for a variety of audiences. Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities. Justify the choice of music based upon the student-generated selection criteria. 	
Kindergarten Pr.1.K With guidance, demonstrate <i>and state personal interest in</i> varied musical selections.		
1st Grade Pr.1.1 With <i>limited</i> guidance, demonstrate <i>and discuss</i> personal interest in, <i>knowledge about, and purpose of</i> varied musical selections.		
2nd Grade Pr.1.2 Demonstrate <i>and explain</i> personal interest in, knowledge about, and purpose of varied musical selections.		


Fine Arts Standard Anchor 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.1: Select: <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question: How do performers select repertoire?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	The Student Will: <ul style="list-style-type: none"> Identify and describe the purpose of music as it is experienced in daily life. Understand the historical and cultural context of a musical selection. Identify appropriate musical selections for a variety of audiences. Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities. Justify the choice of music based upon the student-generated selection criteria. 	
4 th Grade		
5 th Grade		

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 6 - 8		 School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.1: Select: <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question: How do performers select repertoire?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
6 th Grade	Pr.1.6 Apply <i>teacher-provided</i> criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	
7 th Grade	Pr.1.7 Apply <i>collaboratively-developed</i> criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	
8 th Grade	Pr.1.8 Apply <i>personally-developed</i> criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.	

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.2: Analyze: Analyze the structure and context of varied musical works and their implications for performance. Connect: Relate musical ideas and works with varied context to deepen understanding.		
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question: How does understanding the structure and context of musical works inform performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K Pr.2.PreK With substantial guidance, explore and demonstrate awareness of musical contrasts.	The Student Will: <ul style="list-style-type: none"> Identify and describe the various musical elements used within musical works from various cultures and historical eras. Identify musical patterns to determine the form of a selected work. Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges. Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. Compare contrasting musical works by identifying how the musical elements are used to create different musical effects. 	
Kindergarten Pr.2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.		
1st Grade Pr.2.1.a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. Pr.2.1.b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.		
2nd Grade Pr.2.2.a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. Pr.2.2.b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.		

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.2: Analyze: <i>Analyze the structure and context of varied musical works and their implications for performance.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question: How does understanding the structure and context of musical works inform performance?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	<p>Pr.2.3.a Demonstrate <i>understanding of the structure</i> in music selected for performance.</p> <p>Pr.2.3.b When analyzing selected music, read and perform <i>rhythmic patterns and melodic phrases</i> using iconic and standard notation.</p> <p>Pr.2.3.c Describe how context (such as personal and social) can inform a performance.</p>	
4 th Grade	<p>Pr.2.4.a Demonstrate understanding of the structure <i>and the elements</i> of music (<i>such as rhythm, pitch, and form</i>) in music selected for performance.</p> <p>Pr.2.4.b When analyzing selected music, read and perform using iconic <i>and/or</i> standard notation.</p> <p>Pr.2.4.c <i>Explain</i> how context (such as social and cultural) informs a performance.</p>	
5 th Grade	<p>Pr.2.5.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, <i>and harmony</i>) in music selected for performance.</p> <p>Pr.2.5.b When analyzing selected music, read and perform using <i>standard notation</i>.</p> <p>Pr.2.5.c Explain how context (such as social, cultural, <i>and historical</i>) informs performances.</p>	



Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 6 - 8		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.2: Analyze: <i>Analyze the structure and context of varied musical works and their implications for performance.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.		
Essential Question: How does understanding the structure and context of musical works inform performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
6 th Grade	<p>Pr.2.6.a Explain how understanding the structure and the elements of music are used in music selected for performance.</p> <p>Pr.2.6.b When analyzing selected music, read and <i>identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</i></p> <p>Pr.2.6.c Identify how cultural and historical context inform performances.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> Identify and describe the various musical elements used within musical works from various cultures and historical eras. Identify musical patterns to determine the form of a selected work. Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges. Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.
7 th Grade	<p>Pr.2.7.a Explain and <i>demonstrate</i> the structure of <i>contrasting pieces of music</i> selected for performance and how elements of music are used.</p> <p>Pr.2.7.b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, <i>tempo, and form.</i></p> <p>Pr.2.7.c Identify how cultural and historical context inform performances <i>and result in different music interpretations.</i></p>	
8 th Grade	<p>Pr.2.8.a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>Pr.2.8.b When analyzing selected music, <i>sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</i></p> <p>Pr.2.8.c Identify how cultural and historical context inform performances and result in different <i>musical effects.</i></p>	



Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2	
<p>Process Component Pr.3: Interpret: <i>Develop personal interpretations that consider creators' intent.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	
<p>Enduring Understanding: Performers make interpretive decisions based on their understating of context and expressive intent. Essential Question: How do performers interpret musical works?</p>	
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities
Pre K Pr.3.PreK With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	<p>The Student Will:</p> <ul style="list-style-type: none"> Identify expressive qualities found in selected musical works. Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects.
Kindergarten Pr.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	
1st Grade Pr.3.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	
2nd Grade Pr.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	



Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

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Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.3: Interpret: <i>Develop personal interpretations that consider creators' intent.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Performers make interpretive decisions based on their understating of context and expressive intent. Essential Question: How do performers interpret musical works?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade Pr.3.3 Demonstrate <i>and describe</i> how intent is conveyed through expressive qualities (such as dynamics and tempo).	The Student Will: <ul style="list-style-type: none"> Identify expressive qualities found in selected musical works. Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects. 	
4 th Grade Pr.3.4 Demonstrate and <i>explain</i> how intent is conveyed through <i>interpretive decisions</i> and expressive qualities (such as dynamics, tempo, <i>and timbre</i>).		
5 th Grade Pr.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, <i>and articulation/style</i>).		

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 6 - 8		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.3: Interpret: <i>Develop personal interpretations that consider creators' intent.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Performers make interpretive decisions based on their understating of context and expressive intent. Essential Question: How do performers interpret musical works?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
6 th Grade Pr.3.6 Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	The Student Will: <ul style="list-style-type: none"> Identify expressive qualities found in selected musical works. Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects. 	
7 th Grade Pr.3.7 Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.		
8 th Grade Pr.3.8 Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).		




Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

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Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.4: Rehearse, Evaluate, and Refine: <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	<p>Pr.4.PreK.a With <i>substantial</i> guidance, practice and demonstrate what they like about their own performances.</p> <p>Pr.4.PreK.b With <i>substantial</i> guidance, apply personal, peer, and teacher feedback to refine performances.</p>	
Kindergarten	<p>Pr.4.K.a With guidance, <i>apply personal, teacher, and peer feedback to refine performances.</i></p> <p>Pr.4.2.K.b With guidance, <i>use suggested strategies in rehearsal to improve the expressive qualities of music.</i></p>	
1 st Grade	<p>Pr.4.1.a With <i>limited</i> guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>Pr.4.1.b With <i>limited</i> guidance, use suggested strategies in rehearsal to <i>address interpretive challenges</i> of music.</p>	
2 nd Grade	<p>Pr.4.2.a <i>Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</i></p> <p>Pr.4.2.b <i>Rehearse, identify and apply</i> strategies to address interpretive, <i>performance, and technical</i> challenges of music.</p>	


Fine Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

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Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.4: Rehearse, Evaluate, and Refine: <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	<p>Pr.4.3.a Apply teacher-provided and <i>collaboratively-developed</i> criteria <i>and feedback to evaluate accuracy of ensemble performances.</i></p> <p>Pr.4.3.b Rehearse to <i>refine</i> technical accuracy, expressive qualities, and identified performance challenges.</p>	
4 th Grade	<p>Pr.4.4.a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy <i>and expressiveness</i> of ensemble <i>and personal</i> performances.</p> <p>Pr.4.4.b Rehearse to refine technical accuracy and expressive qualities, and <i>address</i> performance challenges.</p>	
5 th Grade	<p>Pr.4.5.a Apply teacher-provided and <i>established</i> criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>Pr.4.5.b Rehearse to refine technical accuracy and expressive qualities to address challenges, <i>and show improvement over time.</i></p>	
		

Fine Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 6 - 8		 School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.4: Rehearse, Evaluate, and Refine: <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
6 th Grade	Pr.4.6 Identify and apply <i>teacher-provided criteria</i> (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	
7 th Grade	Pr.4.7 Identify and apply <i>collaboratively-developed</i> criteria (such as <i>demonstrating</i> correct interpretation of notation, technical <i>skill of performer</i> , originality, <i>emotional impact, and</i> interest) to rehearse, refine, and determine when the music is ready to perform.	
8 th Grade	Pr.4.8 Identify and apply <i>personally-developed</i> criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, <i>variety</i> , and interest) to rehearse, refine, and determine when the music is ready to perform.	

Fine Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
<p>Process Component Pr.5: Present: <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p>Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
<p>Pre K</p> <p>Pr.5.PreK With <i>substantial</i> guidance, perform music with expression.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Perform using a developmentally appropriate voice or instrument timbre while maintaining accurate pitch, correct posture, and precise articulation. • Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple meters. • Perform vocally or instrumentally music from various genres and cultures. • Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song. 	
<p>Kindergarten</p> <p>Pr.5.K.a With guidance, perform music with expression</p> <p>Pr.5.K.b <i>Perform appropriately for the audience.</i></p>		
<p>1st Grade</p> <p>Pr.5.1.a With <i>limited</i> guidance, perform music <i>for a specific purpose</i> with expression.</p> <p>Pr.5.1.b Perform appropriately for the audience and purpose.</p>		
<p>2nd Grade</p> <p>Pr.5.2.a Perform music for a specific purpose with expression <i>and technical accuracy.</i></p> <p>Pr.5.2.b Perform appropriately for the audience and purpose.</p>		


Fine Arts Anchor Standard 6: Convey meaning through the presentation of artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
<p>Process Component Pr.5: Present: <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p>Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i></p> <p>Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	<p>Pr.5.3.a Perform music with expression <i>and technical accuracy.</i></p> <p>Pr.5.3.b Demonstrate performance <i>decorum and audience etiquette appropriate for the context and venue.</i></p>	
4 th Grade	<p>Pr.5.4.a Perform music, <i>alone or with others,</i> with expression and technical accuracy, and appropriate interpretation.</p> <p>Pr.5.4.b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, <i>and genre.</i></p>	
5 th Grade	<p>Pr.5.5.a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>Pr.5.5.b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, <i>and style.</i></p>	
<p>The Student Will:</p> <ul style="list-style-type: none"> • Perform using a developmentally appropriate voice or instrument timbre while maintaining accurate pitch, correct posture, and precise articulation. • Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple meters. • Perform vocally or instrumentally music from various genres and cultures. • Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song. • Demonstrate appropriate timbre and dynamics while singing in an ensemble setting. • Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles. • Perform chordal patterns accurately and independently as an accompaniment on classroom instruments. • Independently perform vocally or instrumentally, assigned part of a polyphonic musical work. • Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings. 		


Fine Arts Anchor Standard 6: Convey meaning through the presentation of artistic work.

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Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 6 - 8		 School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.5: Present: <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
6 th Grade	Pr.5.6.a Perform the music with technical accuracy <i>to convey the creator's intent</i> . Pr.5.6.b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue and purpose.	The Student Will: <ul style="list-style-type: none"> • Demonstrate a supported tone, accurate pitch, correct posture, and precise articulation throughout a developmentally appropriate range while performing vocally or instrumentally as an individual or with others. • Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song. • Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple and complex meters. • Apply appropriate timbre and stylistic elements needed to authentically and expressively perform the music of various genres and cultures. • Independently perform vocally or instrumentally, assigned part of a polyphonic musical work. • Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles. • Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings.
7 th Grade	Pr.5.7.a Perform the music with technical accuracy <i>and stylistic expression</i> to convey the creator's intent. Pr.5.7.b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, <i>and context</i> .	
8 th Grade	Pr.5.8.a Perform the music with technical accuracy, stylistic expression, <i>and culturally authentic practices in music</i> to convey the creator's intent. Pr.5.8.b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, <i>and style</i> .	

Fine Arts Anchor Standard 6: Convey meaning through the presentation of artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2		 School Program Designed Curriculum and Student Learning Assessments
Process Component Re.1: Select: <i>Choose music appropriate for a specific purpose or context.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question: How do individuals choose music to experience?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
Pre K	Re.1.PreK With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	The Student Will: <ul style="list-style-type: none"> Identify and describe the purpose of music as it is experienced in daily life. Identify preferred music selections for various purposes. Explain how personal interests and experiences influence that preference.
Kindergarten	Re.1.K With guidance, <i>list</i> personal interests and experiences and demonstrate why they prefer some music selections over others.	
1 st Grade	Re.1.1 With <i>limited</i> guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	
2 nd Grade	Re.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	

Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 3: Responding – Understanding and evaluating how the arts convey meaning.
General Music 3 - 5**

Process Component Re.1: Select: *Choose music appropriate for a specific purpose or context.*
Connect: *Synthesize and relate knowledge and personal experiences to make music.*

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question: How do individuals choose music to experience?

Performance Indicators

Bold italics represent what is new beyond the earlier level

Instructional Learning Opportunities

3 rd Grade	<p>Re.1.3 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> Determine how music connects to specific interests, experiences, purposes, and contexts. Explain, providing evidence, how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection.
4 th Grade	<p>Re.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	
5 th Grade	<p>Re.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

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Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music 6 - 8		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.1: Select: <i>Choose music appropriate for a specific purpose or context.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question: How do individuals choose music to experience?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
6 th Grade	Re.1.6 Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	
7 th Grade	Re.1.7 Select or choose <i>contrasting</i> music to listen to and <i>compare</i> the connections to specific interests or experiences for a specific purpose.	
8 th Grade	Re.1.8 Select <i>programs of</i> music (<i>such as a CD mix or live performances</i>) and <i>demonstrate</i> the connections to an interest or experience for a specific purpose.	



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

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Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.2: Analyze: <i>Analyze how the structure and context of varied musical works inform the response.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question: How does understanding the structure and context of music inform a response?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	Re.2.PreK With substantial guidance, explore musical contrasts in music. The Student Will: <ul style="list-style-type: none"> Describe how music concepts are used within musical works for various purposes. Identify specific music concepts as they appear in selected music. Use appropriate vocabulary when identifying music concepts. 	
Kindergarten	Re.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	
1 st Grade	Re.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.	
2 nd Grade	Re.2.2 Describe how specific music concepts are used to support a specific purpose in music.	



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

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Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.2: Analyze: <i>Analyze how the structure and context of varied musical works inform the response.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question: How does understanding the structure and context of music inform a response?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	The Student Will: <ul style="list-style-type: none"> Identify musical patterns to determine the form of a selected work. Explain, citing evidence, how musical structure impacts our response to a selected musical work. Compare contrasting musical works by identifying how the musical elements are used to create different musical effects. 	
4 th Grade		
5 th Grade		



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.

General Music 6 - 8

Process Component Re.2: Analyze: *Analyze how the structure and context of varied musical works inform the response.*

Connect: *Relate musical ideas and works with varied context to deepen understanding.*

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities
6 th Grade	<p>Re.2.6.a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>Re.2.6.b Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> Compare contrasting musical works from a variety of genres, cultures, and historical periods to identify how the elements of music relate to its structure.
7 th Grade	<p>Re.2.7.a <i>Classify and explain</i> how the elements of music and expressive qualities relate to the structure of <i>contrasting</i> pieces.</p> <p>Re.2.7.b Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	
8 th Grade	<p>Re.2.8.a <i>Compare</i> how the elements of music and expressive qualities relate to the structure <i>within programs of music</i>.</p> <p>Re.2.8.b Identify and compare the context of <i>programs of music</i> from a variety of genres, cultures, and historical periods.</p>	



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2	
Process Component Re.3: Interpret: <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	
Enduring Understanding: <i>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</i> Essential Question: <i>How do we discern the musical creators' and performers' expressive intent?</i>	
Performance Indicators	Instructional Learning Opportunities
<i>Bold italics</i> represent what is new beyond the earlier level	
Pre K	The Student Will: <ul style="list-style-type: none"> • Identify expressive qualities found in selected musical works. • Identify specific music concepts as they appear in selected music. • Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. • Describe how music concepts are used within musical works for various purposes.
Kindergarten	
1 st Grade	
2 nd Grade	
Re.3.PreK With <i>substantial</i> guidance, explore music's expressive qualities (such as dynamics and tempo).	
Re.3.K With guidance, <i>demonstrate awareness of</i> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	
Re.3.1 With <i>limited</i> guidance, demonstrate <i>and identify</i> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	
Re.3.2 Demonstrate <i>knowledge of music concepts and how they support</i> creators'/performers' expressive intent.	



School Program Designed Curriculum and Student Learning Assessments

Fine Arts Anchor Standard 8: Interpret intent and meaning in artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.3: Interpret: <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>		
Enduring Understanding: <i>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</i> Essential Question: <i>How do we discern the musical creators' and performers' expressive intent?</i>		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	<p>Re.3.3 <i>Demonstrate and describe</i> how the expressive qualities (<i>such as dynamics and tempo</i>) are used in performers' interpretations to reflect expressive intent.</p>	
4 th Grade	<p>Re.3.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p>	
5 th Grade	<p>Re.3.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	



Fine Arts Anchor Standard 8: Interpret intent and meaning in artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 3: Responding – Understanding and evaluating how the arts convey meaning.
General Music 6 - 8**

Process Component Re.3: Interpret: *Support interpretations of musical works that reflect creators'/performers' expressive intent.*

Enduring Understanding: *Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.*
Essential Question: *How do we discern the musical creators' and performers' expressive intent?*

Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities
6 th grade	Re.3.6 Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	The Student Will: <ul style="list-style-type: none"> • Explain how the interpretation of expressive qualities found in selected musical works can be used to convey the composer's intent. • Compare contrasting musical works from a variety of genres, cultures, and historical periods to identify how the elements of music support the composer's intent.
7 th Grade	Re.3.7 Describe a personal interpretation of <i>contrasting works</i> and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, <i>and historical periods</i> , convey expressive intent.	
8 th Grade	Re.3.8 Support personal interpretation of <i>contrasting programs of music</i> and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.	



School Program Designed Curriculum and Student Learning Assessments

Fine Arts Anchor Standard 8: Interpret intent and meaning in artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.

General Music PreK - 2

Process Component Re.4: Evaluate: *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

Connect: *Relate musical ideas and works with varied context to deepen understanding.*

Enduring Understanding: *The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.*

Essential Question: *How do we judge the quality of musical work(s) and performance(s)?*

Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities
Pre K	Re.4.PreK With substantial guidance, talk about personal and expressive preferences in music.	The Student Will: <ul style="list-style-type: none"> Identify preferred music selections for various purposes. Using personal preferences develop criteria for evaluating music for various purposes. Apply personal criteria to evaluate a music selection for various purposes.
Kindergarten	Re.4.K With guidance, apply personal and expressive preferences in the evaluation of music.	
1 st Grade	Re.4.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	
2 nd Grade	Re.4.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.	



School Program Designed Curriculum and Student Learning Assessments

Fine Arts Anchor Standard 9: Apply criteria to evaluate artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.4: Evaluate: <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: <i>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</i> Essential Question: <i>How do we judge the quality of musical work(s) and performance(s)?</i>		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	Re.4.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. The Student Will: <ul style="list-style-type: none"> Identify how musical selections or performances can vary depending upon the context. Devise criteria to evaluate musical selections and/or performances. Identify and explain how a specific musical selection or performance fits the context in which it is performed. 	
4 th Grade	Re.4.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	
5 th Grade	Re.4.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	



Fine Arts Anchor Standard 9: Apply criteria to evaluate artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.

General Music 6 - 8

Process Component Re.4: Evaluate: *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

Connect: *Relate musical ideas and works with varied context to deepen understanding.*

Enduring Understanding: *The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.*

Essential Question: *How do we judge the quality of musical work(s) and performance(s)?*

Performance Indicators

Bold italics represent what is new beyond the earlier level

Instructional Learning Opportunities

	Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities
6 th Grade	Re.4.6 Apply <i>teacher-provided</i> criteria to evaluate musical works or performances.	The Student Will: <ul style="list-style-type: none"> • Employ teacher-provided criteria to evaluate musical selections and/or performances. • Devise criteria to evaluate the quality and effectiveness of individual and/or group performances of selected musical works. • Critique individual and/or group performances based upon established criteria.
7 th Grade	Re.4.7 <i>Select</i> from teacher-provided criteria to evaluate musical works or performances.	
8 th Grade	Re.4.8 Apply <i>appropriate personally-developed</i> criteria to evaluate musical works or performances.	



Fine Arts Anchor Standard 9: Apply criteria to evaluate artistic work.