

# Kansas State Music Standards

## PreK-8 General Music

Cr	<b>Standard 1: Creating</b> – Conceiving and developing new artistic ideas and work.
	<b>Process Component Cr.1: Imagine</b> – <i>Generate musical ideas for various purposes and contexts.</i>
	<b>Process Component Cr.2: Plan and Make</b> – <i>Select and develop musical ideas for defined purposes and contexts.</i>
	<b>Process Component Cr.3: Evaluate and Refine</b> – <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>
Pr	<b>Process Component Cr.4: Present</b> – <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>
	<b>Standard 2: Performing</b> – Realizing artistic ideas and work through interpretation and presentation.
	<b>Process Component Pr.1: Select</b> – <i>Select varied musical work to present based on interest, knowledge, technical skill, and context.</i>
	<b>Process Component Pr.2: Analyze</b> – <i>Analyze the structure and context of varied musical works and their implication for performance.</i>
	<b>Process Component Pr.3: Interpret</b> – <i>Develop personal interpretations that consider creators' intent.</i>
Re	<b>Process Component Pr.4: Rehearse, Evaluate, and Refine</b> – <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>
	<b>Process Component Pr.5: Present</b> – <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>
<b>Standard 3: Responding</b> – Understanding and evaluating how the arts convey meaning.	
<b>Process Component Re.1: Select</b> – <i>Choose music appropriate for a specific purpose or context.</i>	
<b>Process Component Re.2: Analyze</b> – <i>Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Process Component Re.3: Interpret</b> – <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	
<b>Process Component Re.4: Evaluate</b> – <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
<b>Process Component Cr.1: Imagine - Generate musical ideas for various purposes and contexts.</b> <b>Connect: Relate musical ideas and works with varied context to deepen understanding.</b>		
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. <b>Essential Question:</b> 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 <b><i>substantial guidance</i></b> , explore and experience a variety of music.	
Kindergarten	Cr.1.K.a With <b><i>guidance</i></b> , explore and experience <b><i>music concepts (such as beat and melodic contour)</i></b> .  Cr.1.K.b With <b><i>guidance</i></b> , generate <b><i>musical ideas</i></b> (such as <b><i>movements</i></b> or <b><i>motives</i></b> ).	
1st Grade	<b>Cr.1.1.a With <i>limited guidance</i>, create musical ideas (such as answering a musical question) for a specific purpose.</b>  Cr.1.1.b With <b><i>limited guidance</i></b> , generate musical ideas <b><i>in multiple tonalities (such as major and minor) and meters (such as duple and triple)</i></b> .	
2nd Grade	<b>Cr.1.2.a <i>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</i></b>  Cr.1.2.b Generate musical patterns and ideas <b><i>within the context of a given tonality</i></b> (such as major and minor) and meter (such as duple and triple).	
The Student Will <ul style="list-style-type: none"> <li>Explore various sound sources to express ideas, feelings, and basic concepts.</li> <li>Improvise own instrumental accompaniments to enhance songs, stories, and/or poems.</li> <li>Improvise “answers” in the same style to given rhythmic and melodic “questions”.</li> <li>Improvise simple rhythmic/melodic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given melody.</li> <li>Improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines.</li> <li>Improvise a simple harmonic accompaniment.</li> <li>Improvise simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys.</li> <li>Improvise a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.</li> <li>Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.</li> </ul>		



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

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

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
<b>Process Component Cr.2: Plan and Make:</b> <i>Select and develop musical ideas for defined purposes and contexts.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>Essential Question:</b> 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	<b>Cr.2.PreK.a</b> With <b><i>substantial guidance</i></b> , <b><i>explore</i></b> favorite <b><i>musical ideas</i></b> (such as <b><i>movements, vocalizations</i></b> , or instrumental accompaniments).  <b>Cr.2.PreK.a</b> With <b><i>substantial guidance</i></b> , select and keep track of the order for performing original <b><i>musical ideas</i></b> , using <b><i>iconic notation</i></b> and/or recording technology.	The Student Will: <ul style="list-style-type: none"> <li>Arrange or compose short songs and/or instrumental pieces using a variety of sound sources.</li> <li>Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance.</li> <li>Arrange a simple piece for voices or instrument other than that for which the piece was written.</li> <li>Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation.</li> <li>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).</li> <li>Notate melodic and/or harmonic patterns or phrases using traditional notation.</li> <li>Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.</li> </ul>
Kindergarten	<b>Cr.2.K.a</b> With guidance, <b><i>demonstrate and choose favorite musical ideas</i></b> .  <b>Cr.2.K.b</b> With guidance, <b><i>organize</i></b> personal <b><i>musical ideas</i></b> using iconic notation and/or recording technology.	
1 <sup>st</sup> Grade	<b>Cr.2.1.a</b> With <b><i>limited</i></b> guidance, <b><i>demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent</i></b> .  <b>Cr.2.1.b</b> With <b><i>limited</i></b> guidance, use iconic or standard notation and/or recording technology to <b><i>document and organize</i></b> personal musical ideas.	
2 <sup>nd</sup> Grade	<b>Cr.2.2.a</b> Demonstrate and <b><i>explain</i></b> personal reasons for selecting <b><i>patterns and ideas for music</i></b> that represent expressive intent.  <b>Cr.2.2.b</b> Use iconic or standard notation and/or recording technology to <b><i>combine, sequence</i></b> , and document personal musical ideas.	

**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.

<b>Standard 1: Creating – Conceiving and developing new artistic ideas and work.</b> <b>General Music 3 - 5</b>		<b>School Program Designed Curriculum and Student Learning Assessments</b>
<b>Process Component Cr.2: Plan and Make:</b> <i>Select and develop musical ideas for defined purposes and contexts.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>Essential Question:</b> How do musicians make creative decisions?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 <sup>rd</sup> Grade	<p><b>Cr.2.3.a</b> Demonstrate <b>selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</b></p> <p><b>Cr.2.3.b</b> Use standard and/or iconic notation and/or recording technology to document personal <b>rhythmic and melodic</b> musical ideas.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Arrange or compose short songs and/or instrumental pieces using a variety of sound sources.</li> <li>• Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance.</li> <li>• Arrange a simple piece for voices or instrument other than that for which the piece was written.</li> <li>• Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation.</li> <li>• 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).</li> <li>• Notate melodic and/or harmonic patterns or phrases using traditional notation.</li> <li>• Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.</li> </ul>
4 <sup>th</sup> Grade	<p><b>Cr.2.4.a</b> Demonstrate selected <b>and organized</b> musical ideas for an improvisation, <b>arrangement</b>, or composition to express intent, <b>and explain connection to purpose and context.</b></p> <p><b>Cr.2.4.b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, <b>and simple harmonic</b> musical ideas.</p>	
5 <sup>th</sup> Grade	<p><b>Cr.2.5.a</b> Demonstrate selected and <b>developed</b> musical ideas for improvisations, arrangements, or <b>compositions</b> to express intent, and explain connection to purpose and context.</p> <p><b>Cr.2.5.b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and <b>two-chord harmonic</b> 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> <b>Connect:</b> <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 <sup>th</sup> Grade	<p><b>Cr.2.6.a</b> Select, organize, construct, and document personal musical ideas <b>for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</b></p> <p><b>Cr.2.6.b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic <b>phrases, and two-chord</b> harmonic musical ideas.</p>	
7 <sup>th</sup> Grade	<p><b>Cr.2.7.a</b> Select, organize, develop and document personal musical ideas for arrangements, <b>songs</b>, and compositions within AB, ABA, or <b>theme and variation</b> forms that demonstrate <b>unity and variety</b> and convey expressive intent.</p> <p><b>Cr.2.7.b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, <b>and harmonic sequences.</b></p>	
8 <sup>th</sup> Grade	<p><b>Cr.2.8.a</b> Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate <b>tension and release</b>, unity and variety, <b>balance</b>, and convey expressive intent.</p> <p><b>Cr.2.8.b</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 <b><i>substantial guidance, consider personal, peer, and teacher feedback</i></b> when demonstrating and refining personal musical ideas.	The Student Will: <ul style="list-style-type: none"> <li>Explain, using appropriate music terminology, their personal preferences for quality musical works.</li> <li>Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation.</li> <li>Apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback.</li> <li>Apply feedback to refine a student-generated musical creation.</li> </ul>
Kindergarten	Cr.3.K With guidance, <b><i>apply</i></b> personal, peer, and teacher feedback in refining personal musical ideas.	
1st Grade	Cr.3.1 With <b><i>limited</i></b> guidance, <b><i>discuss and apply</i></b> personal, peer, and teacher feedback to refine personal musical ideas.	
2nd Grade	Cr.3.2 <b><i>Interpret</i></b> and apply personal, peer, and teacher feedback <b><i>to revise personal music.</i></b>	



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 <sup>rd</sup> 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"> <li>• Explain, using appropriate music terminology, their personal preferences for quality musical works.</li> <li>• Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation.</li> <li>• Apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback.</li> <li>• Apply feedback to refine a student-generated musical creation.</li> </ul>
4 <sup>th</sup> 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 <sup>th</sup> 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.

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
<b>Process Component Cr.3: Evaluate and Refine:</b> Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.		
<b>Enduring Understanding:</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <b>Essential Question:</b> 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 <sup>th</sup> Grade	<p><b>Cr.3.6.a Evaluate their own work</b>, applying teacher-provided criteria such as <b><i>application of selected elements of music, and use of sound sources.</i></b></p> <p><b>Cr.3.6.b Describe the rationale</b> for making revisions to the music based on <b><i>evaluation criteria and feedback from their teacher.</i></b></p>	
7 <sup>th</sup> Grade	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Explain, using appropriate music terminology, their personal preferences for quality musical works.</li> <li>• Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation.</li> <li>• Apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback.</li> <li>• Apply feedback to refine a student-generated musical creation.</li> </ul>	
8 <sup>th</sup> Grade		
8 <sup>th</sup> Grade		

**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.

<b>Standard 1: Creating – Conceiving and developing new artistic ideas and work.</b> <b>General Music PreK - 2</b>	
<b>Process Component Cr.4: Present:</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Enduring Understanding:</b> Musicians' presentation of creative work is the culmination of a process of creation and communication. <b>Essential Question:</b> 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"> <li>Develop an artist statement describing the creative process and expressive intent of a student-generated musical creation.</li> <li>Perform individually (or have others perform) a student-generated musical creation demonstrating craftsmanship and originality.</li> </ul>
Kindergarten	
1 <sup>st</sup> Grade	
2 <sup>nd</sup> Grade	
	

**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.

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

<b>Standard 1: Creating – Conceiving and developing new artistic ideas and work.</b> <b>General Music 6 - 8</b>		 <b>School Program Designed Curriculum and Student Learning Assessments</b>
<b>Process Component Cr.4: Present:</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Musicians' presentation of creative work is the culmination of a process of creation and communication. <b>Essential Question:</b> 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 <sup>th</sup> Grade	<b>Cr.4.6</b> Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate <b><i>an effective beginning, middle, and ending</i></b> , and convey expressive intent.	The Student Will: <ul style="list-style-type: none"> <li>• Develop an artist statement describing the creative process and expressive intent of a student-generated musical creation.</li> <li>• Perform individually (or have others perform) a student-generated musical creation demonstrating craftsmanship and originality.</li> </ul>
7 <sup>th</sup> Grade	<b>Cr.4.7</b> Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate <b><i>unity and variety</i></b> , and convey expressive intent.	
8 <sup>th</sup> Grade	<b>Cr.4.8</b> Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of <b><i>compositional techniques</i></b> for creating unity and variety, <b><i>tension and release, and balance</i></b> 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
<b>Process Component Pr.1: Select:</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> 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. <b>Essential Question:</b> How do performers select repertoire?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
<b>Pre K</b> <b>Pr.1.PreK</b> With <b>substantial</b> guidance, demonstrate and state preference for varied musical selections.	The Student Will: <ul style="list-style-type: none"> <li>Identify and describe the purpose of music as it is experienced in daily life.</li> <li>Understand the historical and cultural context of a musical selection.</li> <li>Identify appropriate musical selections for a variety of audiences.</li> <li>Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities.</li> <li>Justify the choice of music based upon the student-generated selection criteria.</li> </ul>	
<b>Kindergarten</b> <b>Pr.1.K</b> With guidance, demonstrate <b>and state personal interest in</b> varied musical selections.		
<b>1st Grade</b> <b>Pr.1.1</b> With <b>limited</b> guidance, demonstrate <b>and discuss</b> personal interest in, <b>knowledge about, and purpose of</b> varied musical selections.		
<b>2nd Grade</b> <b>Pr.1.2</b> Demonstrate <b>and explain</b> 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
<b>Process Component Pr.1: Select:</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> 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. <b>Essential Question:</b> How do performers select repertoire?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 <sup>rd</sup> Grade <b>Pr.1.3</b> Demonstrate and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</i>	The Student Will: <ul style="list-style-type: none"> <li>Identify and describe the purpose of music as it is experienced in daily life.</li> <li>Understand the historical and cultural context of a musical selection.</li> <li>Identify appropriate musical selections for a variety of audiences.</li> <li>Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities.</li> <li>Justify the choice of music based upon the student-generated selection criteria.</li> </ul>	
4 <sup>th</sup> Grade <b>Pr.1.4</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, <i>and technical skill.</i>		
5 <sup>th</sup> Grade <b>Pr.1.5</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as <i>their personal and others'</i> technical skill.		

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: <b>Select:</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> 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. <b>Essential Question:</b> How do performers select repertoire?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
6 <sup>th</sup> Grade	<b>Pr.1.6</b> 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 <sup>th</sup> Grade	<b>Pr.1.7</b> Apply <i>collaboratively-developed</i> criteria for selecting music of <b>contrasting styles for a</b> program with a specific purpose and/or context and, after discussion, identify <b>expressive qualities, technical challenges, and reasons</b> for choices.	
8 <sup>th</sup> Grade	<b>Pr.1.8</b> 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
<b>Process Component Pr.2: Analyze:</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i> <b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. <b>Essential Question:</b> 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	
<b>Pre K</b> Pr.2.PreK With <b>substantial</b> guidance, explore and demonstrate awareness of musical contrasts.	The Student Will: <ul style="list-style-type: none"> <li>Identify and describe the various musical elements used within musical works from various cultures and historical eras.</li> <li>Identify musical patterns to determine the form of a selected work.</li> <li>Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges.</li> <li>Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</li> <li>Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> </ul>	
<b>Kindergarten</b> Pr.2.K With guidance, explore and demonstrate awareness of music contrasts <b>(such as high/low, loud/soft, same/different) in a variety of music selected for performance.</b>		
<b>1st Grade</b> Pr.2.1.a With <b>limited</b> guidance, demonstrate knowledge of music concepts (such as <b>beat and melodic contour</b> ) in music from a variety of <b>cultures</b> selected for performance.  Pr.2.1.b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.		
<b>2nd Grade</b> Pr.2.2.a Demonstrate knowledge of music concepts (such as <b>tonality and meter</b> ) in music from a variety of cultures selected for performance.  Pr.2.2.b When analyzing selected music, read and perform rhythmic <b>and melodic patterns</b> 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: <b>Analyze:</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i> <b>Connect:</b> <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 <sup>rd</sup> Grade	Pr.2.3.a Demonstrate <b><i>understanding of the structure</i></b> in music selected for performance.  Pr.2.3.b When analyzing selected music, read and perform <b><i>rhythmic patterns and melodic phrases</i></b> using iconic and standard notation.  Pr.2.3.c Describe how context (such as personal and social) can inform a performance.	The Student Will: <ul style="list-style-type: none"> <li>• Identify and describe the various musical elements used within musical works from various cultures and historical eras.</li> <li>• Identify musical patterns to determine the form of a selected work.</li> <li>• Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges.</li> <li>• Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</li> <li>• Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> </ul>
4 <sup>th</sup> Grade	Pr.2.4.a Demonstrate understanding of the structure <b><i>and the elements</i></b> of music ( <b><i>such as rhythm, pitch, and form</i></b> ) in music selected for performance.  Pr.2.4.b When analyzing selected music, read and perform using iconic <b><i>and/or</i></b> standard notation.  Pr.2.4.c <b><i>Explain</i></b> how context (such as social and cultural) informs a performance.	
5 <sup>th</sup> Grade	Pr.2.5.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, <b><i>and harmony</i></b> ) in music selected for performance.  Pr.2.5.b When analyzing selected music, read and perform using <b><i>standard notation</i></b> .  Pr.2.5.c Explain how context (such as social, cultural, <b><i>and historical</i></b> ) informs performances.	



**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
<b>Process Component Pr.2: Analyze:</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i> <b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.		
<b>Essential Question:</b> 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 <sup>th</sup> Grade	<p><b>Pr.2.6.a Explain</b> how understanding the structure and the elements of music are used in music selected for performance.</p> <p><b>Pr.2.6.b</b> When analyzing selected music, read and <b><i>identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</i></b></p> <p><b>Pr.2.6.c Identify</b> how cultural and historical context inform performances.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>Identify and describe the various musical elements used within musical works from various cultures and historical eras.</li> <li>Identify musical patterns to determine the form of a selected work.</li> <li>Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges.</li> <li>Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</li> <li>Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> </ul>
7 <sup>th</sup> Grade	<p><b>Pr.2.7.a Explain</b> and <b><i>demonstrate</i></b> the structure of <b><i>contrasting pieces of music</i></b> selected for performance and how elements of music are used.</p> <p><b>Pr.2.7.b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, <b><i>tempo, and form.</i></b></p> <p><b>Pr.2.7.c</b> Identify how cultural and historical context inform performances <b><i>and result in different music interpretations.</i></b></p>	
8 <sup>th</sup> Grade	<p><b>Pr.2.8.a Compare</b> the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p><b>Pr.2.8.b</b> When analyzing selected music, <b><i>sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</i></b></p> <p><b>Pr.2.8.c</b> Identify how cultural and historical context inform performances and result in different <b><i>musical effects.</i></b></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		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.3: Interpret: <i>Develop personal interpretations that consider creators' intent.</i> <b>Connect:</b> <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. <b>Essential Question:</b> How do performers interpret musical works?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	The Student Will: <ul style="list-style-type: none"> <li>Identify expressive qualities found in selected musical works.</li> <li>Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects.</li> </ul>	
Kindergarten		
1st Grade		
2nd 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 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.3: Interpret: <i>Develop personal interpretations that consider creators' intent.</i> <b>Connect:</b> <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. <b>Essential Question:</b> How do performers interpret musical works?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 <sup>rd</sup> Grade <b>Pr.3.3</b> 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"> <li>Identify expressive qualities found in selected musical works.</li> <li>Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects.</li> </ul>	
4 <sup>th</sup> Grade <b>Pr.3.4</b> 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 <sup>th</sup> Grade <b>Pr.3.5</b> 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> <b>Connect:</b> <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 <sup>th</sup> 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, <b>and phrasing</b> ) convey intent.	The Student Will: <ul style="list-style-type: none"> <li>Identify expressive qualities found in selected musical works.</li> <li>Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects.</li> </ul>	
7 <sup>th</sup> Grade Pr.3.7 Perform <b>contrasting</b> 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 <sup>th</sup> Grade Pr.3.8 Perform contrasting pieces of music, demonstrating <b>as well as explaining how</b> 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.

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.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><b>Pr.4.PreK.a</b> With <b><i>substantial</i></b> guidance, practice and demonstrate what they like about their own performances.</p> <p><b>Pr.4.PreK.b</b> With <b><i>substantial</i></b> guidance, apply personal, peer, and teacher feedback to refine performances.</p>	
Kindergarten	<p><b>Pr.4.K.a</b> With guidance, <b><i>apply personal, teacher, and peer feedback to refine performances.</i></b></p> <p><b>Pr.4.2.K.b</b> With guidance, <b><i>use suggested strategies in rehearsal to improve the expressive qualities of music.</i></b></p>	
1 <sup>st</sup> Grade	<p><b>Pr.4.1.a</b> With <b><i>limited</i></b> guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p><b>Pr.4.1.b</b> With <b><i>limited</i></b> guidance, use suggested strategies in rehearsal to <b><i>address interpretive challenges</i></b> of music.</p>	
2 <sup>nd</sup> Grade	<p><b>Pr.4.2.a</b> <b><i>Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</i></b></p> <p><b>Pr.4.2.b</b> <b><i>Rehearse, identify and apply</i></b> strategies to address interpretive, <b><i>performance, and technical</i></b> challenges of music.</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 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 <sup>rd</sup> Grade	<p><b>Pr.4.3.a</b> Apply teacher-provided and <b><i>collaboratively-developed</i></b> criteria <b><i>and feedback to evaluate accuracy of ensemble performances.</i></b></p> <p><b>Pr.4.3.b</b> Rehearse to <b><i>refine</i></b> technical accuracy, expressive qualities, and identified performance challenges.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Devise criteria to evaluate the quality and effectiveness of individual and/or group performances of selected musical works.</li> <li>• Critique individual and/or group performances based upon established criteria.</li> <li>• Determine desired modifications based upon personal, peer, and/or teacher feedback to refine the individual and/or group performance of selected musical works.</li> <li>• Through rehearsal, apply feedback to refine the individual and/or group performance of selected musical works.</li> <li>• Evaluate the effectiveness of the modifications to determine when the rehearsed musical works are ready to perform.</li> </ul>
4 <sup>th</sup> Grade	<p><b>Pr.4.4.a</b> Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy <b><i>and expressiveness</i></b> of ensemble <b><i>and personal</i></b> performances.</p> <p><b>Pr.4.4.b</b> Rehearse to refine technical accuracy and expressive qualities, and <b><i>address</i></b> performance challenges.</p>	
5 <sup>th</sup> Grade	<p><b>Pr.4.5.a</b> Apply teacher-provided and <b><i>established</i></b> criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p><b>Pr.4.5.b</b> Rehearse to refine technical accuracy and expressive qualities to address challenges, <b><i>and show improvement over time.</i></b></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 <sup>th</sup> Grade	Pr.4.6 Identify and apply <b><i>teacher-provided criteria</i></b> (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	
7 <sup>th</sup> Grade	Pr.4.7 Identify and apply <b><i>collaboratively-developed</i></b> criteria (such as <b><i>demonstrating</i></b> correct interpretation of notation, technical <b><i>skill of performer</i></b> , originality, <b><i>emotional impact, and</i></b> interest) to rehearse, refine, and determine when the music is ready to perform.	
8 <sup>th</sup> Grade	Pr.4.8 Identify and apply <b><i>personally-developed</i></b> criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, <b><i>variety</i></b> , 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><b>Process Component Pr.5: Present:</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p><b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p><b>Enduring Understanding:</b> 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><b>Essential Question:</b> 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><b>Pre K</b></p> <p>Pr.5.PreK With <b><i>substantial</i></b> guidance, perform music with expression.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Perform using a developmentally appropriate voice or instrument timbre while maintaining accurate pitch, correct posture, and precise articulation.</li> <li>• Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple meters.</li> <li>• Perform vocally or instrumentally music from various genres and cultures.</li> <li>• Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song.</li> </ul>	
<p><b>Kindergarten</b></p> <p>Pr.5.K.a With guidance, perform music with expression</p> <p>Pr.5.K.b <b><i>Perform appropriately for the audience.</i></b></p>		
<p><b>1<sup>st</sup> Grade</b></p> <p>Pr.5.1.a With <b><i>limited</i></b> guidance, perform music <b><i>for a specific purpose</i></b> with expression.</p> <p>Pr.5.1.b Perform appropriately for the audience <b>and purpose.</b></p>		
<p><b>2<sup>nd</sup> Grade</b></p> <p>Pr.5.2.a Perform music for a specific purpose with expression <b><i>and technical accuracy.</i></b></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><b>Process Component Pr.5: Present:</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p><b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i></p> <p><b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p><b>Enduring Understanding:</b> 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><b>Essential Question:</b> 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 <sup>rd</sup> Grade	<p><b>Pr.5.3.a</b> Perform music with expression <b><i>and technical accuracy.</i></b></p> <p><b>Pr.5.3.b</b> Demonstrate performance <b><i>decorum and audience etiquette appropriate for the context and venue.</i></b></p>	
4 <sup>th</sup> Grade	<p><b>Pr.5.4.a</b> Perform music, <b><i>alone or with others,</i></b> with expression and technical accuracy, and appropriate interpretation.</p> <p><b>Pr.5.4.b</b> Demonstrate performance decorum and audience etiquette appropriate for the context, venue, <b><i>and genre.</i></b></p>	
5 <sup>th</sup> Grade	<p><b>Pr.5.5.a</b> Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p><b>Pr.5.5.b</b> Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, <b><i>and style.</i></b></p>	
<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Perform using a developmentally appropriate voice or instrument timbre while maintaining accurate pitch, correct posture, and precise articulation.</li> <li>• Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple meters.</li> <li>• Perform vocally or instrumentally music from various genres and cultures.</li> <li>• Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song.</li> <li>• Demonstrate appropriate timbre and dynamics while singing in an ensemble setting.</li> <li>• Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles.</li> <li>• Perform chordal patterns accurately and independently as an accompaniment on classroom instruments.</li> <li>• Independently perform vocally or instrumentally, assigned part of a polyphonic musical work.</li> <li>• Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings.</li> </ul>		

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 6 - 8		School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Pr.5: Present:</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i> <b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
<b>Enduring Understanding:</b> 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. <b>Essential Question:</b> 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 <sup>th</sup> Grade	<b>Pr.5.6.a</b> Perform the music with technical accuracy <i>to convey the creator's intent</i> .  <b>Pr.5.6.b</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"> <li>• 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.</li> <li>• Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song.</li> <li>• Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple and complex meters.</li> <li>• Apply appropriate timbre and stylistic elements needed to authentically and expressively perform the music of various genres and cultures.</li> <li>• Independently perform vocally or instrumentally, assigned part of a polyphonic musical work.</li> <li>• Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles.</li> <li>• Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings.</li> </ul>
7 <sup>th</sup> Grade	<b>Pr.5.7.a</b> Perform the music with technical accuracy <i>and stylistic expression</i> to convey the creator's intent.  <b>Pr.5.7.b</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, <i>and context</i> .	
8 <sup>th</sup> Grade	<b>Pr.5.8.a</b> Perform the music with technical accuracy, stylistic expression, <i>and culturally authentic practices in music</i> to convey the creator's intent.  <b>Pr.5.8.b</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: <b>Select:</b> <i>Choose music appropriate for a specific purpose or context.</i> <b>Connect:</b> <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 <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	<b>Re.1.PreK</b> With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	
Kindergarten	<b>Re.1.K</b> With guidance, <i>list</i> personal interests <b>and experiences</b> and demonstrate why they prefer some music selections over others.	
1 <sup>st</sup> Grade	<b>Re.1.1</b> With <i>limited</i> guidance, <b>identify and demonstrate how</b> personal interests and experiences <b>influence musical selection</b> for specific purposes.	
2 <sup>nd</sup> Grade	<b>Re.1.2</b> <b>Explain</b> 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 <sup>rd</sup> Grade	<b>Re.1.3 Demonstrate and describe</b> how <b>selected music connects to</b> and is influenced by specific interests, experiences, or purposes.	The Student Will: <ul style="list-style-type: none"> <li>Determine how music connects to specific interests, experiences, purposes, and contexts.</li> <li>Explain, providing evidence, how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection.</li> </ul>
4 <sup>th</sup> Grade	<b>Re.1.4 Demonstrate and explain</b> how selected music connects to and is influenced by specific interests, experiences, purposes, <b>or contexts</b> .	
5 <sup>th</sup> Grade	<b>Re.1.5 Demonstrate and explain, citing evidence,</b> how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	



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		School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Re.1: Select:</b> <i>Choose music appropriate for a specific purpose or context.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. <b>Essential Question:</b> 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 <sup>th</sup> Grade	<b>Re.1.6</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	<ul style="list-style-type: none"> <li>• Explain, providing evidence, how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection.</li> <li>• Select music to meet a particular purpose or preference and explain how the music meets the intended criteria.</li> </ul>
7 <sup>th</sup> Grade	<b>Re.1.7</b> Select or choose <b>contrasting</b> music to listen to and <b>compare</b> the connections to specific interests or experiences for a specific purpose.	
8 <sup>th</sup> Grade	<b>Re.1.8</b> Select <b>programs of</b> music ( <i>such as a CD mix or live performances</i> ) and <b>demonstrate</b> the connections to an interest or experience for a specific purpose.	



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		School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Re.2: Analyze:</b> <i>Analyze how the structure and context of varied musical works inform the response.</i> <b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
<b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. <b>Essential Question:</b> 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 <b>substantial</b> guidance, explore musical contrasts in music.  The Student Will: <ul style="list-style-type: none"> <li>Describe how music concepts are used within musical works for various purposes.</li> <li>Identify specific music concepts as they appear in selected music.</li> <li>Use appropriate vocabulary when identifying music concepts.</li> </ul>	
Kindergarten	Re.2.K With guidance, <b>demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b>	
1 <sup>st</sup> Grade	Re.2.1 With <b>limited</b> guidance, demonstrate <b>and identify</b> how specific music concepts (such as beat or <b>pitch</b> ) are used in <b>various styles of music for a purpose.</b>	
2 <sup>nd</sup> Grade	Re.2.2 <b>Describe</b> how specific music <b>concepts</b> are used <b>to support a specific purpose in music.</b>	



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.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**

*Bold italics* represent what is new beyond the earlier level

**Instructional Learning Opportunities**

	Performance Indicators	Instructional Learning Opportunities
3 <sup>rd</sup> Grade	<b>Re.2.3</b> Demonstrate and describe <i>how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</i>	The Student Will: <ul style="list-style-type: none"> <li>• Identify musical patterns to determine the form of a selected work.</li> <li>• Explain, citing evidence, how musical structure impacts our response to a selected musical work.</li> <li>• Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> </ul>
4 <sup>th</sup> Grade	<b>Re.2.4</b> Demonstrate and <i>explain</i> how responses to music are informed by the structure, the use of the elements of music, and context (such as social and <i>cultural</i> ).	
5 <sup>th</sup> Grade	<b>Re.2.5</b> Demonstrate and explain, <i>citing evidence</i> , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and <i>historical</i> ).	



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?

<b>Performance Indicators</b> <i>Bold italics</i> represent what is new beyond the earlier level		<b>Instructional Learning Opportunities</b>
6 <sup>th</sup> Grade	<p><b>Re.2.6.a</b> Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p><b>Re.2.6.b</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"> <li>Compare contrasting musical works from a variety of genres, cultures, and historical periods to identify how the elements of music relate to its structure.</li> </ul>
7 <sup>th</sup> Grade	<p><b>Re.2.7.a</b> <i>Classify and explain</i> how the elements of music and expressive qualities relate to the structure of <i>contrasting</i> pieces.</p> <p><b>Re.2.7.b</b> Identify <b>and compare</b> the context of music from a variety of genres, cultures, and historical periods.</p>	
8 <sup>th</sup> Grade	<p><b>Re.2.8.a</b> <i>Compare</i> how the elements of music and expressive qualities relate to the structure <i>within programs of music</i>.</p> <p><b>Re.2.8.b</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><b>Bold italics</b></i> represent what is new beyond the earlier level	
Pre K	The Student Will: <ul style="list-style-type: none"> <li>• Identify expressive qualities found in selected musical works.</li> <li>• Identify specific music concepts as they appear in selected music.</li> <li>• Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>• Describe how music concepts are used within musical works for various purposes.</li> </ul>
Kindergarten	
1 <sup>st</sup> Grade	
2 <sup>nd</sup> Grade	
<b>Re.3.PreK</b> With <i>substantial</i> guidance, explore music's expressive qualities (such as dynamics and tempo).	
<b>Re.3.K</b> With guidance, <i>demonstrate awareness of</i> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	
<b>Re.3.1</b> With <i>limited</i> guidance, demonstrate <i>and identify</i> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	
<b>Re.3.2</b> Demonstrate <i>knowledge of music concepts and how they support</i> creators'/performers' expressive intent.	



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 <sup>rd</sup> Grade	<p><b>Re.3.3</b> <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 <sup>th</sup> Grade	<p><b>Re.3.4</b> Demonstrate and <i>explain</i> how the expressive qualities (such as dynamics, tempo, <i>and timbre</i>) are used in performers' <i>and personal</i> interpretations to reflect expressive intent.</p>	
5 <sup>th</sup> Grade	<p><b>Re.3.5</b> Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, <i>and articulation</i>) 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?*

<b>Performance Indicators</b> <i>Bold italics</i> represent what is new beyond the earlier level		<b>Instructional Learning Opportunities</b>
6 <sup>th</sup> grade	<b>Re.3.6</b> 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"> <li>• Explain how the interpretation of expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>• 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.</li> </ul>
7 <sup>th</sup> Grade	<b>Re.3.7</b> Describe a personal interpretation of <b><i>contrasting works</i></b> and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, <b><i>and historical periods</i></b> , convey expressive intent.	
8 <sup>th</sup> Grade	<b>Re.3.8</b> Support personal interpretation of <b><i>contrasting programs of music</i></b> and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.	



**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	<b>Re.4.PreK</b> With <b>substantial</b> guidance, talk about personal and expressive preferences in music.	The Student Will: <ul style="list-style-type: none"> <li>Identify preferred music selections for various purposes.</li> <li>Using personal preferences develop criteria for evaluating music for various purposes.</li> <li>Apply personal criteria to evaluate a music selection for various purposes.</li> </ul>
Kindergarten	<b>Re.4.K</b> With guidance, <b>apply</b> personal and expressive preferences in <b>the evaluation of music</b> .	
1 <sup>st</sup> Grade	<b>Re.4.1</b> With <b>limited</b> guidance, apply personal and expressive preferences in the evaluation of music <b>for specific purposes</b> .	
2 <sup>nd</sup> Grade	<b>Re.4.2</b> 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**

**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	Instructional Learning Opportunities
3 <sup>rd</sup> Grade	<b>Re.4.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</b>	The Student Will: <ul style="list-style-type: none"> <li>Identify how musical selections or performances can vary depending upon the context.</li> <li>Devise criteria to evaluate musical selections and/or performances.</li> <li>Identify and explain how a specific musical selection or performance fits the context in which it is performed.</li> </ul>
4 <sup>th</sup> Grade	<b>Re.4.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</b>	
5 <sup>th</sup> Grade	<b>Re.4.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</b>	



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 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**

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



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.