

# Music



**MUSIC**



# K-8 General Music

The title is set against a dark blue background. Below the title, there are two wavy horizontal lines: a yellow one on top and a red one on the bottom, both curving slightly downwards from left to right.

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<b>Cr</b>  <b>Creating</b>  <b>Conceiving and developing new artistic ideas and work.</b>	1. Generate and conceptualize artistic work.  2. Organize and develop artistic ideas and work.  3. Refine and complete artistic work.	1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.  2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.  3. a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. b. Musicians' presentation of creative work is the culmination of a process of creation and communication.	1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. a. How do musicians improve the quality of their creative work? b. When is creative work ready to share?
<b>Pr</b>  <b>Performing</b>  <b>Realizing artistic ideas and work through interpretation and presentation.</b>	4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	4. a. 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. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. c. Performers make interpretive decisions based on their understanding of context and expressive intent.  5. 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.  6. 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.	4. a. How do performers select repertoire? b. How does understanding the structure and context of musical works inform performance? c. How do performers interpret musical works? 5. How do musicians improve the quality of their performance? 6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<b>Re</b>	7. Perceive and analyze artistic work.	7. a. Individuals' selection of musical works is influenced by their interests, experiences,	7. a. How do individuals choose music to experience?

Responding


Understanding and evaluating how the arts convey meaning.


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Connecting


Relating artistic ideas and work with personal meaning and external context.

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| 8. Interpret intent and meaning in artistic work.  | understandings, and purposes.  | b. How does understanding the structure and context of music inform a response?  |
| 9. Apply criteria to artistic work.  | b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. | 8. How do we discern the musical creators' and performers' expressive intent?  |
|  | 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.                                | 9. How do we judge the quality of musical work(s) and performance(s)?  |
|  | 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.                        |  |
| 10. Synthesize and relate knowledge and personal experiences to make art.                                    | 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.                                 | 10. How do musicians make meaningful connections to creating, performing, and responding?                                    |
| 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | 11. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.                                  | 11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? |


	Creating	Performing	Responding	Connecting
Kindergarten	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. With appropriate <b>guidance, explore</b>, experience, and improvise musical concepts (e.g., <b>beat, melodic contour</b>).</p> <p>b. With appropriate <b>guidance, explore</b> musical features (e.g., <b>movement, vocalizations</b>, or instrumental accompaniments).</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. With appropriate <b>guidance, demonstrate</b> and state personal interest in varied musical selections.</p> <p>b. With appropriate <b>guidance, explore</b> and <b>demonstrate</b> musical contrasts of music selected for performance (e.g., high/low, loud/soft, same/different, fast/slow).</p> <p>c. With appropriate <b>guidance</b>, read and <b>perform</b> rhythmic and <b>melodic patterns</b> using <b>notation</b> (e.g., <b>iconic notation</b>).</p> <p>d. With appropriate <b>guidance, explore</b> musical concepts (e.g., voice quality, <b>movement, dynamics, tempo, melodic contour</b>).</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, list personal musical interests.</p> <p>b. With appropriate <b>guidance, demonstrate</b> musical concepts (e.g., <b>beat</b>, melodic direction).</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. With appropriate <b>guidance</b>, express personal preferences in music.</p> <p>b. With appropriate <b>guidance, explore</b> various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. With appropriate <b>guidance, demonstrate</b> and choose favorite <b>musical ideas</b> (e.g., singing and playing instruments).</p> <p>b. With appropriate <b>guidance</b>, organize personal <b>musical ideas</b> using <b>notation</b> (e.g., <b>iconic notation</b> and/or recording technology).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine</b> performances (e.g., technique and stage presence).</p> <p>b. With appropriate <b>guidance</b>, use suggested strategies in rehearsal to improve <b>expression</b> in music.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, identify expressive attributes that reflect <b>creators'</b>/performers' <b>expressive intent</b> (e.g., <b>mood</b>, emotion).</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. With appropriate <b>guidance, explore</b> relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. With appropriate <b>guidance, explore</b> how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform a performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, peer, and teacher feedback in refining personal <b>musical ideas</b>.</p> <p>b. With appropriate <b>guidance, demonstrate</b> a final version of personal or collective <b>musical ideas</b> to peers.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. With appropriate <b>guidance, perform</b> music with <b>expression</b> (e.g., tone, <b>tempo</b>).</p> <p>b. <b>Perform</b> appropriately for the audience and occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply <b>teacher-provided criteria</b> to evaluate musical works and performances.</p>	


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Grade 1	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. With appropriate <b>guidance</b>, explore, experience, and improvise musical concepts (e.g., <b>beat</b>, <b>melodic contour</b>).</p> <p>b. With appropriate <b>guidance</b>, <b>explore</b> musical features (e.g., <b>movement</b>, <b>vocalizations</b>, musical instrument accompaniments).</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. With appropriate <b>guidance</b>, <b>demonstrate</b> and state personal interest in varied musical selections (e.g., knowledge, <b>purpose</b>).</p> <p>b. With appropriate <b>guidance</b>, <b>demonstrate</b> knowledge of musical concepts in music from a variety of <b>cultures</b> selected for performance (e.g., <b>beat</b>, <b>melodic contour</b>).</p> <p>c. With appropriate <b>guidance</b>, read and <b>perform</b> rhythmic and melodic patterns using <b>notation</b> (e.g., traditional <b>notation</b>).</p> <p>d. <b>Explore</b> and describe musical concepts (e.g., voice quality, <b>movement dynamics</b>, <b>tempo</b>, <b>melodic contour</b>).</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, list personal musical interests.</p> <p>b. With appropriate <b>guidance</b>, <b>demonstrate</b> musical concepts in various styles of music (e.g., <b>beat</b>, <b>pitch</b>).</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. With appropriate <b>guidance</b>, express personal preferences in music.</p> <p>b. With appropriate <b>guidance</b>, <b>explore</b> various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. With appropriate <b>guidance</b>, <b>demonstrate</b> and choose favorite <b>musical ideas</b> (e.g., singing, playing instruments).</p> <p>b. With appropriate <b>guidance</b>, organize personal <b>musical ideas</b> using <b>notation</b> (e.g., <b>iconic notation</b> and/or recording technology).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine</b> performance.</p> <p>b. with appropriate <b>guidance</b>, use suggested strategies in rehearsal to address interpretive challenges of music.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, identify expressive attributes that reflect <b>creators'</b>/performers' <b>expressive intent</b> (e.g., <b>dynamics</b>).</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. With appropriate <b>guidance</b>, <b>explore</b> relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. With appropriate <b>guidance</b>, <b>explore</b> how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform a performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, peer, and teacher feedback in refining personal <b>musical ideas</b>.</p> <p>b. With appropriate <b>guidance</b>, <b>demonstrate</b> a final version of personal or collective <b>musical ideas</b> to peers.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, <b>perform</b> music with <b>expression</b> (e.g., <b>dynamics</b>).</p> <p>b. <b>Perform</b> appropriately for the audience and occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply <b>teacher-provided criteria</b> to evaluate musical works and performances.</p>	


	Creating	Performing	Responding	Connecting
Grade 2	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic and <b>melodic patterns</b> and <b>musical ideas</b> (e.g., <b>beat</b>, <b>meter</b>, rhythm).</p> <p>b. With appropriate <b>guidance</b>, generate <b>musical ideas</b> in multiple tonalities (e.g., <b>major</b>, <b>minor</b>, <b>modal</b>, pentatonic) and <b>meters</b> (e.g., duple, triple, simple, compound).</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. With appropriate <b>guidance</b>, <b>demonstrate</b> and state personal interest in varied musical selections.</p> <p>b. <b>Demonstrate</b> knowledge of musical concepts in music from a variety of <b>cultures</b> selected for performance (e.g., <b>meter</b>, <b>tonality</b>).</p> <p>c. Read and <b>perform</b> rhythmic and <b>melodic patterns</b> using <b>notation</b>.</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written response) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. List and explain personal musical interests.</p> <p>b. <b>Demonstrate</b> and identify how specific musical concepts are used in various styles of music (e.g., <b>meter</b>, <b>tonality</b>).</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Express personal preferences in music.</p> <p>b. <b>Explore</b> various uses of music in daily experiences (e.g., songs of celebration, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> and explain personal reasons for selecting <b>musical ideas</b> (e.g., patterns, ideas).</p> <p>b. Use <b>notation</b> to document personal or collective <b>musical ideas</b> (e.g., sequencing).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply personal, teacher, and peer feedback to <b>refine</b> performance.</p> <p>b. With an appropriate level of independence, use suggested strategies in rehearsal to address interpretive challenges of music.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> knowledge of expressive attributes, and how they support <b>creators'</b>/performers' <b>expressive intent</b> (e.g., <b>tempo</b>, <b>dynamics</b>, <b>mood</b>, emotion).</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. <b>Explore</b> relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. <b>Explore</b> how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. <b>Interpret</b> and apply personal, peer, and teacher feedback to revise personal music.</p> <p>b. <b>Present</b> a final version of personal or collective <b>musical ideas</b>, utilizing elements of <b>expression</b>, to peers or informal audience.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b> and technique (e.g., posture, tone, breath support).</p> <p>b. <b>Perform</b> appropriately for the audience and occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply <b>teacher-provided criteria</b> to evaluate musical works and performances.</p>	


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Grade 3	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic and melodic ideas (e.g., <b>beat</b>, <b>meter</b>, rhythm)</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies) within specified <b>tonality</b> and/or <b>meter</b>.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. <b>Red</b> and <b>perform rhythmic patterns</b> and melodic <b>phrases</b> using <b>notation</b>.</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written response) and how <b>creators</b> use them to convey <b>intent</b>.</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Explain how music listening is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music (e.g., personal, social).</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Identify <b>pieces</b> of music that are important to your family.</p> <p>b. <b>Explore</b> various uses of music in daily experiences (e.g., songs of celebrations, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or composition.</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic and melodic <b>musical ideas</b> (e.g., sequencing).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided feedback and <b>collaboratively-developed criteria</b> and feedback to evaluate performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> knowledge of expressive attributes, and how they support <b>creators'/performers' expressive intent</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. <b>Explore</b> and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate and revise personal <b>musical ideas</b>.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b> and technique (e.g., mallet placement).</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>	



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Grade 4	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas (e.g., <b>beat</b>, <b>meter</b>, rhythm, <b>harmony</b>, <b>tonality</b>).</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies, simple accompaniment patterns) within related tonalities (e.g., <b>major</b>, <b>minor</b>) and <b>meters</b>.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written responses) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Explain how music listening is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Identify <b>pieces</b> of music that are important to your family or cultural heritage.</p> <p>b. Describe the roles and impact various music plays in your life and the lives of others.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b>, <b>arrangement</b>, or composition.</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and simple harmonic <b>musical ideas</b> (e.g., chords).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> and describe expressive attributes, and how they support <b>creators'</b>/performers' <b>expressive intent</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. <b>Explore</b> and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform a performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate, revise, and document changes in personal <b>musical ideas</b> over time.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>	

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Grade 5	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas (e.g., <b>beat</b>, <b>meter</b>, rhythm, <b>harmony</b>, <b>tonality</b>).</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopations).</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written responses) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Explain how music listening is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Explain why particular <b>pieces</b> of music are important to your family or cultural heritage.</p> <p>b. Describe the roles and impact various music plays in your life and the lives of others.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b>, <b>arrangements</b>, or compositions.</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and two- or three-chord harmonic <b>musical ideas</b> (e.g., chords).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> and describe expressive attributes, and how they support <b>creators'</b>/performers' <b>expressive intent</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform a performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from your teacher.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>	

	Creating	Performing	Responding	Connecting
Grade 6	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas within a specified <b>form</b> (e.g., <b>AB</b>, <b>ABA</b>, <b>rondo</b>, <b>theme and variations</b>, etc.).</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes within a specified <b>form</b>.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Select</b> music to <b>perform</b> using <b>teacher-provided criteria</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to <b>expressive intent</b> (e.g., <b>context</b>).</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>context</b> affect responses to music.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Explain why particular <b>pieces</b> of music are important to your family or cultural heritage.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected and developed ideas for <b>improvisations</b>, <b>arrangements</b>, or compositions (e.g., with defined beginning, middle, and ending).</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and two- or three-chord harmonic <b>musical ideas</b> (e.g., chords).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> and describe expressive attributes, and <b>context</b>, and how they support <b>creators'/performers' expressive intent</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform a performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from your teacher.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>	

	Creating	Performing	Responding	Connecting
Grade 7	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic <b>phrases</b> within a specified <b>form</b> (e.g., AB, ABA, rondo, theme and variations, etc.).</p> <p>b. Generate coherent <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes within a specified <b>form</b>.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Select</b> music to <b>perform</b> using <b>teacher-provided criteria</b> and explain reasons for choices.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to <b>expressive intent</b> in various music.</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. Classify and explain, citing evidence, how musical concepts, design, and <b>contexts</b> affect responses to music (e.g., personal, social).</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Identify examples of how music helps to <b>create</b> a sense of identity, community, and solidarity.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> and document selected and developed ideas for <b>improvisations, arrangements, or compositions</b> (e.g., with <b>unity</b> and <b>variety</b>).</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic <b>phrases</b>, melodic <b>phrases</b>, and <b>harmonic sequences</b>.</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. Classify and describe expressive attributes and <b>context</b>, and how they support <b>creators'/performers' expressive intent</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and explain how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform a performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (e.g., teacher, peers).</p> <p>b. <b>Present</b> the final version of your documented personally or collectively created music to others and explain your creative process and <b>intent</b>.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>	

	Creating	Performing	Responding	Connecting
Grade 8	<p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas within <b>expanded forms</b> (e.g., introductions, transitions, codas, etc.).</p> <p>b. Generate coherent <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes within a specified <b>form</b>.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Select</b> music to <b>perform</b> using <b>personally-developed criteria</b> and explain reasons for choices.</p> <p>b. Compare and contrast the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to <b>expressive intent</b> in various music.</p>	<p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. Classify and explain, citing evidence, how musical concepts, design, and <b>contexts</b> affect responses to music.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Explain how music helps to <b>create</b> a sense of identity, community, and solidarity.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> and document selected and developed ideas for <b>improvisations, arrangements</b>, or compositions (e.g., <b>vocal, variety</b>, balance, <b>tension/release</b>).</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic <b>phrases</b>, melodic <b>phrases</b>, and <b>harmonic sequences</b>.</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply personally and/or <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. Classify and describe expressive attributes and <b>context</b>, and how they support <b>creators'/performers' expressive intent</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and explain how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform a performance.</p>
	<p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (e.g., teacher, peers).</p> <p>b. <b>Present</b> the final version of your documented personally or collectively created music to others and explain your creative process and <b>intent</b>.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply personally and/or <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>	