



1 Music Standards

Creating = Conceiving and developing new artistic ideas and work.

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

- With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
- With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

- With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
- With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Creating—Anchor Standard 3.1: Refine and Complete Artistic Work

With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Creating—Anchor Standard 3.2: Refine and Complete Artistic Work

With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Presenting/Performing/Producing = Realizing artistic ideas and work through interpretation and presentation.

Presenting—Anchor Standard 4.1: Select, Analyze, and Interpret Artistic Work for Presentation

With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Presenting—Anchor Standard 4.2: Select, Analyze, and Interpret Artistic Work for Presentation

- With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Presenting—Anchor Standard 4.3: Select, Analyze, and Interpret Artistic Work for Presentation

With limited guidance, demonstrate and describe music's expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Presenting—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

- With limited guidance, apply personal, teacher, and peer feedback to refine performances.
- With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Presenting—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

- a. With limited guidance, perform music for a specific purpose with expression.
- b. With limited guidance, demonstrate performance decorum and audience etiquette appropriate for the purpose.

Responding= Understanding and evaluating how the arts convey meaning.

Responding—Anchor Standard 7.1: Perceive and Analyze Artistic Work

With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Responding—Anchor Standard 7.2: Perceive and Analyze Artistic Work

With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

With limited guidance, demonstrate and identify expressive qualities that reflect creators' and performers' expressive intent.

Responding—Anchor Standard 9: Apply criteria to evaluate artistic work.

With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

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

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

With limited guidance, discuss how personal interests connect to creating, performing, and responding to music.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

With limited guidance, discuss connections between music and culture.