Arts Area: Music

Strand: Foundations

Anchor Standard: 1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. Benchmark: The benchmarks are integrated across the other strands, highlighted in bold.

Arts Area: Music Strand: Create

Anchor Standard: 2. Generate and develop original artistic ideas.

K	1	2	3	4	5	6	7	8	HS
1. Improvise	1. Generate	1. Generate	1. Create or	4. Create or	1. Create or	1. Create or	1. Create or	1. Generate	1. Improvise,
musical	musical ideas	rhythmic or	improvise	improvise	improvise	improvise	improvise	rhythmic,	<i>arrange,</i> or
sounds in	using a limited	melodic	rhythmic or	melodic	rhythmic or	musical ideas	musical ideas	melodic, or	modify
response to	set of rhythms	patterns.	melodic	phrases using	melodic	that can be	that can be	harmonic	phrases that
teacher cues.	or pitches.		patterns	specified	phrases using	combined into	combined into	musical ideas	demonstrate
			containing	tonalities.	specific	a melody.	a melody with	that include	understanding
			long sounds,		tonalities,		expressive	expressive	of musical
			short sounds		meters or		elements.	elements.	elements.
			and rests.		chord				
					changes.		For example:	For example:	
							Dynamics,	Dynamics,	
							articulations,	articulation,	
							tempo.	timbre.	

	Arts Area: Music Strand: Create Anchor Standard: 3. Create original artistic work.											
К	1	2	3	4	5	6	7	8	HS			
1. Improvise musical sounds in response to teacher cues.	1. Generate musical ideas using a limited set of rhythms or pitches.	1. Generate rhythmic or melodic patterns.	1. Create or improvise rhythmic or melodic patterns containing long sounds, short sounds and rests.	4. Create or improvise melodic phrases using specified tonalities.	1. Create or improvise rhythmic or melodic phrases using specific tonalities, meters or chord changes.	1. Create or improvise musical ideas that can be combined into a melody.	1. Create or improvise musical ideas that can be combined into a melody with expressive elements. For example: Dynamics, articulations, tempo.	1. Generate rhythmic, melodic, or harmonic musical ideas that include expressive elements. For example: Dynamics, articulation, timbre.	1. Improvise, arrange, or modify phrases that demonstrate understanding of musical elements.			

	Arts Area: Music											
	Strand: Create											
	Anchor Standard: 4. Revise and complete original artistic work.											
K	1	2	3	4	5	6	7	8	HS			
1. Change selected musical sounds using teacher feedback.	1. Change selected musical ideas using teacher feedback.	1. Change selected rhythmic or melodic patterns using feedback from others.	1. Arrange musical patterns using feedback from others.	1. Revise a musical composition as a group using feedback from others.	1. Revise a musical composition using feedback from others and self-reflection.	1. Revise a musical composition using self-reflection.	7. Revise a composition to include expressive elements.	8. Revise a composition draft into a completed work.	1. Revise or arrange a composition to become a completed musical work using current technology (as available) to preserve the composition.			

Arts Area: Music Strand: Perform Anchor Standard: 5. Develop and refine artistic techniques and work for performance. 2 HS 3 5 6 7 8 1. Develop 1. Refine *vocal* 1. Apply 1. 1. Collaborate 1. 1. Utilize multiple vocal and and developing Demonstrate as an Demonstrate Demonstrate instrumental instrumental vocal and vocal or ensemble to persistence rehearsal skills to instrumental refine and skills to instrumental understanding and strategies to perform a perform a skills to skills prepare music of various cooperation in refine improve performance, variety of variety of genres and refining appropriate to for performance. presentation musical music. music. the styles of music using technology performance by applying selections for

performance.

musical

elements to prepare for a

performance.

of music's

cultural

context.

	Arts Area: Music											
	Strand: Perform											
	Anchor Standard: 6. Make artistic choices in order to convey meaning through performance.											
K	1	2	3	4	5	6	7	8	HS			
1. Make a	1. Follow the	1. Perform	1. Perform	1. Perform	1. Perform	1. Perform	1. Perform	1. Perform	1. Perform			
musical choice	teacher to	music with	music for a	music by	music by	music for an	music for an	music for an	contrasting			
while singing ,	start, stop and	and for others,	specific	accurately	responding	audience by	audience by	audience with	musical selections			
playing	stay together	using technical	purpose, using	responding to	to notation	responding to	responding to	technical	for an audience,			
instruments,	throughout an	accuracy and	technical	musical terms.	and active	notation and	notation,	accuracy and	conveying			
or moving to	established	expression.	accuracy,		listening.	applying	using	stylistic	meaning through			
explore the	musical form.		expression,			musical	expressive	expression to	interpretation of			
effects of			and			elements and	skills.	convey the	the <i>musical</i>			
musical			interpretation.			technical skills.		composer's	elements and			
elements.							For example:	possible intent.	expressive			
						For example:	Audience		qualities. For			
For example:						Audience	being a	For example:	example:			
High/low;						being a	classmate,	Audience being	audience being a			
loud/soft;						classmate,	friend, online	a classmate,	classmate, friend,			
fast/slow.						friend, online	platform, or a	friend, online	online platform,			
						platform, or a	large group.	platform, or a	or a large group			
						large group.		large group.				

Κ

Demonstrate

singing, and

instruments

with others.

moving,

playing

1

Demonstrate

singing, and

instruments

with others,

and alone.

moving,

playing

performance.

where

appropriate.

Arts Area: Music Strand: Respond Anchor Standard: 7. Analyze and construct interpretations of artistic work. Κ 1 HS 2 3 4 5 6 7 8 1. Identify 1. Identify 1. Identify 1. Identify and 1. Identify and 1. Identify the 1. Describe 1. Identify the 1. Analyze and 1. Interpret musical steady beat repeating describe describe elements used how musical musical or discuss the use musical while listening opposites patterns and elements that elements that in a musical elements technical skills of elements in elements and while listening needed in to and expressive make create selection to contribute musical cultural or to and interacting elements contrasting contrasting convey its to meaning musical selections to historical interacting possible with a variety while listening musical performances in a musical selections to convey contexts selections with a variety of music. to and of the same intent. selection. convey meaning or embedded of music. interacting different from musical meaning or possible intent within a musical with a variety each other. selection. possible *intent* including selection to of music. including cultural or express possible meanings of the cultural or historical historical contexts. composer or

	Arts Area: Music												
	Strand: Respond												
	Anchor Standard: 8. Evaluate artistic work by applying criteria.												
K	1	2	3	4	5	6	7	8	HS				
1. Identify which of two contrasting musical selections is preferred, and tell why.	1. Identify differences between two contrasting musical selections.	1. Apply personal preferences in evaluation when listening to music.	1. Explain personal preference of music selections by identifying music elements that generate personal interest.	1. Apply teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.	1. Apply collaboratively developed and teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.	1. Apply collaboratively developed criteria to evaluate musical selections or performances, citing specific elements and characteristics.	1. Identify and use a variety of techniques to evaluate the qualities of a musical performance. For example: Student generated criteria; rubric; rating scale.	1. Identify and describe the musical and technical skills evident in a performance.	1. Evaluate music performances using commonly accepted standards, to demonstrate an understanding of musical elements. For example: MSHSL adjudication forms; student generated criteria; rubric; rating scale.				

performer.

contexts.

Arts Area: Music Strand: Connect Ancher Standard: O Integrate knowledge and personal experiences while responding to greating, and presenting artistic work											
Anchor Standard: 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.											
K	1	2	3	4	5	ь	1	8	HS		
1. Sing or play	1. Identify an	1. Identify a	1. Describe a	1. Describe	1. Compare	1. Share how	1. Describe	1. Describe	Synthesize		
instruments	emotion	part of a	memory,	emotions	and contrast	specific	why various	how interests,	knowledge		
using a	experienced	musical	feeling, or	experienced	emotions	musical	musical	knowledge,	and personal		
familiar song	when singing ,	selection that	story	when	experienced	selections	choices are	and skills	experiences		
that you have	playing	connects with	associated	performing or	when	relate to	made when	relate to	when		
learned.	instruments	you	with music	listening to a	performing or	personal,	<i>creating</i> or	personal	responding to,		
	or listening to	personally.	that is listened	musical	listening to	social and	performing	choices in the	creating, or		
	music.		to or	selection and	two different	emotional	music.	creation or	performing		
			performed.	relate it a	musical	experiences.		performance	musical work.		
				personal experiences.	selections.			of music.			

	Arts Area: Music											
	Strand: Connect											
Anchor S	tandard: 10. Und	lerstand that art	istic works influe	ence and are infl	uenced by perso	onal, societal, cu	ltural, and histor	rical contexts, inc	luding the			
contributions of Minnesota American Indian tribes and communities.												
К	1	2	3	4	5	6	7	8	HS			
1. Sing, play	1. Sing, play	1. Sing and	1. Describe	1. Compare	1. Describe	1. Explain	1. Identify	1. Describe	Demonstrate			
instruments,	instruments	play	cultural uses	and contrast	relationships	ways that	<i>cultural</i> or	how music	an			
or listen to	or listen to	instruments	of music from	cultural uses	of musical	music is used	historical	connects	understanding			
music from	music from	from different	different time	of music from	genres to	to represent	influences on	individuals and	of how			
various	various	genres of	periods and	different time	<i>cultural</i> or	cultural	musical	societies to	musical			
cultures.	cultures,	music from	places.	periods and	historical	identity,	compositions.	history,	selections are			
	including	various time		places.	contexts.	including		culture,	influenced by			
	music from	periods and				Minnesota		heritage, and	or impact			
	Minnesota	places.				American		community.	personal,			
	American					Indian tribes			societal,			
	Indian tribes					and			<i>cultural,</i> or			
	and					communities.			historical			
	communities.								contexts.			