

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

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

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 <i>musical ideas</i> using teacher feedback.	1. Change selected <i>rhythmic</i> or <i>melodic patterns</i> using feedback from others.	1. <i>Arrange</i> musical patterns using feedback from others.	1. <i>Revise</i> a musical <i>composition</i> as a group using feedback from others.	1. <i>Revise</i> a musical <i>composition</i> using feedback from others and self-reflection.	1. <i>Revise</i> a musical <i>composition</i> using self-reflection.	7. <i>Revise a composition</i> to include <i>expressive elements</i> .	8. <i>Revise a composition</i> draft into a completed work.	1. <i>Revise or arrange a composition</i> to become a completed <i>musical work using current technology (as available)</i> to preserve the <i>composition</i> .

Arts Area: Music									
Strand: Perform									
Anchor Standard: 5. Develop and refine artistic techniques and work for performance.									
K	1	2	3	4	5	6	7	8	HS
1. Demonstrate moving, singing, and playing instruments with others.	1. Demonstrate moving, singing, and playing instruments with others, and alone.	1. Develop <i>vocal and instrumental skills</i> to <i>perform</i> a variety of music.	1. Refine <i>vocal and instrumental skills</i> to <i>perform</i> a variety of music.	1. Apply developing <i>vocal and instrumental skills</i> to improve <i>performance</i> .	1. Demonstrate <i>vocal or instrumental skills</i> appropriate to the <i>performance</i> of music's <i>cultural context</i> .	1. <i>Collaborate</i> as an <i>ensemble</i> to <i>refine</i> and prepare music for <i>presentation</i> or <i>performance</i> .	1. Demonstrate an understanding of various <i>genres</i> and styles of music by applying <i>musical elements</i> to prepare for a <i>performance</i> .	1. Demonstrate persistence and cooperation in refining <i>musical selections</i> for <i>performance</i> .	1. Utilize multiple rehearsal strategies to refine <i>performance</i> , using technology where appropriate.

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

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

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 <i>musical selections</i> is preferred, and tell why.	1. Identify differences between two contrasting <i>musical selections</i> .	1. Apply personal preferences in evaluation when listening to music.	1. Explain personal preference of <i>music selections</i> by identifying <i>music elements</i> that generate personal interest.	1. Apply <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.	1. Apply <i>collaboratively developed</i> and <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.	1. Apply <i>collaboratively developed criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.	1. Identify and use a variety of techniques to evaluate the qualities of a musical <i>performance</i> . <i>For example:</i> Student generated criteria; rubric; rating scale.	1. Identify and describe the musical and technical skills evident in a <i>performance</i> .	1. Evaluate music <i>performances</i> using commonly accepted standards, to demonstrate an understanding of <i>musical elements</i> . <i>For example:</i> MSHSL adjudication forms; student generated criteria; rubric; rating scale.

Arts Area: Music Strand: Connect Anchor Standard: 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.									
K	1	2	3	4	5	6	7	8	HS
1. Sing or play instruments using a familiar song that you have learned.	1. Identify an emotion experienced when singing, playing instruments or listening to music.	1. Identify a part of a <i>musical selection</i> that connects with you personally.	1. Describe a memory, feeling, or story associated with music that is listened to or <i>performed</i> .	1. Describe emotions experienced when <i>performing</i> or listening to a <i>musical selection</i> and relate it a personal experiences.	1. Compare and contrast emotions experienced when <i>performing</i> or listening to two different <i>musical selections</i> .	1. Share how specific <i>musical selections</i> relate to personal, social and emotional experiences.	1. Describe why various musical choices are made when <i>creating</i> or <i>performing</i> music.	1. Describe how interests, knowledge, and skills relate to personal choices in the <i>creation</i> or <i>performance</i> of music.	Synthesize knowledge and personal experiences when responding to, <i>creating</i> , or <i>performing musical work</i> .

Arts Area: Music Strand: Connect Anchor Standard: 10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.									
K	1	2	3	4	5	6	7	8	HS
1. Sing, play instruments, or listen to music from various <i>cultures</i> .	1. Sing, play instruments or listen to music from various <i>cultures</i> , including music from Minnesota American Indian tribes and communities.	1. Sing and play instruments from different <i>genres</i> of music from various time periods and places.	1. Describe <i>cultural</i> uses of music from different time periods and places.	1. Compare and contrast <i>cultural</i> uses of music from different time periods and places.	1. Describe relationships of musical <i>genres</i> to <i>cultural</i> or <i>historical contexts</i> .	1. Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities.	1. Identify <i>cultural</i> or historical influences on musical compositions.	1. Describe how music connects individuals and societies to history, <i>culture</i> , heritage, and community.	Demonstrate an understanding of how <i>musical selections</i> are influenced by or impact <i>personal, societal, cultural, or historical contexts</i> .