

# Music

STUDENT-FRIENDLY-LANGUAGE LEARNING INTENTIONS & SAMPLE LESSON PLANS



# General Music Kindergarten: Student Friendly Standards

## Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. With appropriate <b>guidance</b> , <b>explore</b> , experience, and <b>improvise</b> musical concepts (e.g. beat, melodic contour)	a. I am learning how to have a musical experience with musical _____ (teacher list concept in blank).
b. With appropriate <b>guidance</b> , <b>explore</b> musical features (e.g., movement, <b>vocalizations</b> , or instrumental accompaniments).	b. I am learning to <b>explore</b> musical _____ (teacher list feature in blank).
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, <b>context</b> , and <b>expressive intent</b> . <b>2. Essential Question:</b> How do musicians make creative decisions?	
a. With appropriate <b>guidance</b> , demonstrate and choose favorite musical ideas (e.g., singing and playing instruments).	a. I am learning how to perform and choose my favorite musical ideas.
b. With appropriate <b>guidance</b> , organize personal musical ideas using <b>notation</b> (e.g., <b>iconic notation</b> and/or recording technology).	b. I am learning how to <b>notate</b> musical ideas.
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> <ol style="list-style-type: none"> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate <b>criteria</b>.</li> <li>Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ol> <b>3. Essential Question:</b> <ol style="list-style-type: none"> <li>How do musicians improve the quality of their creative work?</li> <li>When is creative work ready to share?</li> </ol>	
a. With appropriate <b>guidance</b> , apply personal, peer, and teacher feedback in refining personal musical ideas.	a. I am learning how to make my musical ideas better by using feedback.
b. With appropriate <b>guidance</b> , demonstrate a final version of personal or collective musical ideas to peers.	b. I am learning how to present my musical ideas.

**Performing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:**

- 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**.

**4. Essential Question:**

- 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?

Standard	Student Friendly Language
a. With appropriate <b>guidance, demonstrate</b> and state personal interest in varied musical selections.	a. I am learning how to show and explain why I like different kinds of music.
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).	b. I am learning how to <b>explore</b> and show musical contrast within performances.
c. With appropriate <b>guidance</b> , read and perform <b>rhythmic</b> and <b>melodic patterns</b> using <b>notation</b> (e.g., iconic notation).	c. I am learning how to read and perform music <b>patterns</b> using <b>notation</b> .
d. With appropriate <b>guidance, explore</b> musical concepts (e.g., voice quality, movement, dynamics, tempo, melodic contour).	d. I am learning how to <b>explore</b> musical concepts.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their <b>performance</b> over time through openness to new ideas, persistence, and the application of appropriate <b>criteria</b>.</p> <p><b>5. Essential Question:</b> How do musicians improve the quality of their <b>performance</b>?</p>	
a. With appropriate <b>guidance</b> , apply personal, teacher, and peer feedback to refine performances (e.g., technique and stage presence).	a. I am learning how to make my performance better using feedback.
b. With appropriate guidance, use suggested strategies in rehearsal to improve <b>expression</b> in music.	b. I am learning how to make my musical <b>expression</b> better during rehearsal.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Musicians judge <b>performance</b> based on <b>criteria</b> that vary across time, place, and cultures. The <b>context</b> and how a work is presented influence the audience response.</p> <p><b>6. Essential Question:</b> When is a <b>performance</b> judged ready to present? How do <b>context</b> and the manner in which musical work is presented influence audience response?</p>	
a. With appropriate <b>guidance</b> , perform music	a. I am learning how to perform music with <b>expression</b> .

with <b>expression</b> (e.g., tone, tempo).	
b. Perform appropriately for the audience and occasion.	b. I am learning to perform the correct way for the occasion.

### Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing **context** (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the **structure** and **context** of music inform a response?

Standard	Student Friendly Language
a. With appropriate <b>guidance</b> , list personal musical interests.	a. I am learning how to identify and create a list of musical things I like.
b. With appropriate <b>guidance</b> , <b>demonstrate</b> musical concepts (e.g., beat, melodic direction).	b. I am learning how to perform a musical concept.
<b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work. <b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. <b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?	
a. With appropriate <b>guidance</b> , identify <b>expressive attributes</b> that reflect creators'/performers' <b>expressive intent</b> (e.g., mood, emotion).	a1. I am learning how to recognize how <b>expression</b> is used in music. a2. I am learning how to recognize why <b>composers</b> and <b>performers</b> make specific music choices and what these choices mean.
<b>9. Anchor Standard:</b> Apply <b>criteria</b> to artistic work. <b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established <b>criteria</b> . <b>9. Essential Question:</b> How do we judge the quality of musical work(s) and <b>performance(s)</b> ?	
a. With appropriate <b>guidance</b> , apply teacher-provided <b>criteria</b> to <b>evaluate musical works</b> and <b>performances</b> .	a. I am learning how to use my teacher's <b>criteria</b> to <b>evaluate musical works</b> and <b>performances</b> .

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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. With appropriate guidance, express personal preferences in music.	a. I am learning how to explain why I like certain things about music.
b. With appropriate guidance, explore 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).	b. I am learning to explore how music is used throughout my day-to-day life.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
a. With appropriate guidance, explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	a. I am learning to explore the relationships between music and my other subject areas at school.
b. With appropriate guidance, explore how context (e.g., social, cultural, historical) can inform a performance.	b. I am learning to explore how certain life events can impact a performance.

## General Music Grade 1: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. With appropriate <b>guidance, explore</b> , experience, and <b>improvise</b> musical concepts (e.g., beat, melodic contour).	a. I am learning how to <b>explore</b> , experience, and improvise musical concepts.
b. With appropriate guidance, explore musical features (e.g., movement, vocalizations, musical instrument accompaniments).	b. I am learning how to <b>explore</b> musical features.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, <b>context</b>, and <b>expressive intent</b>.</p> <p><b>2. Essential Question:</b> How do musicians make creative decisions?</p>	
a. With appropriate <b>guidance, demonstrate</b> and choose favorite <b>musical ideas</b> (e.g., singing, playing instruments).	a. I am learning how to <b>demonstrate</b> and choose my favorite musical ideas.
b. With appropriate <b>guidance</b> , organize personal <b>musical ideas</b> using <b>notation</b> (e.g., iconic notation and/or recording technology).	b. I am learning how to organize my <b>musical ideas</b> using <b>notation</b> .
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul> <p><b>3. Essential Question:</b></p> <ul style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ul>	
a. With appropriate <b>guidance</b> , apply personal, peer, and teacher feedback in refining personal <b>musical ideas</b> .	a. I am learning how to improve my <b>musical ideas</b> using feedback from my classmates and teachers.
b. With appropriate <b>guidance, demonstrate</b> a final version of personal or collective <b>musical ideas</b> to peers.	b. I am learning how to present my final version of my <b>musical ideas</b> to my classmates.

**Performing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:**

- 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.
- Analyzing creators' **context** and how they manipulate elements of music provides insight into their **intent** and informs performance.
- Performers make interpretive decisions based on their understanding of **context** and **expressive intent**.

**4. Essential Question:**

- How do performers select repertoire?
- How does understanding the **structure** and context of musical works inform performance?
- How do performers interpret musical works?

Standard	Student Friendly Language
a. With appropriate <b>guidance, demonstrate</b> and state personal interest in varied musical selections (e.g., knowledge, purpose).	a. I am learning how to show and explain why I like different musical selections.
b. With appropriate <b>guidance, demonstrate</b> knowledge of musical concepts in music from a variety of cultures selected for <b>performance</b> (e.g., beat, melodic contour).	b. I am learning how to show what I know about different musical concepts from different cultural <b>music performances</b> .
c. With appropriate guidance, read and <b>perform rhythmic and melodic patterns</b> using <b>notation</b> (e.g., traditional notation).	c. I am learning how to read and <b>perform music patterns</b> using <b>notation</b> .
d. <b>Explore</b> and describe musical concepts (e.g., voice quality, movement dynamics, <b>tempo</b> , melodic contour).	d. I am learning to <b>explore</b> and describe musical concepts.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their <b>performance</b> over time through openness to new ideas, persistence, and the application of appropriate <b>criteria</b> . <b>5. Essential Question:</b> How do musicians improve the quality of their performance?	
a. With appropriate <b>guidance</b> , apply personal, teacher, and peer feedback to refine <b>performance</b> .	a. I am learning how to make my <b>performance</b> better using classmate's, teacher's, and my own opinion.
b. With appropriate <b>guidance</b> , use suggested strategies in rehearsal to address interpretive challenges of music.	b. I am learning how to use strategies in difficult places of my music during rehearsal to make my music <b>performance</b> better.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. Enduring Understanding:</b> Musicians judge <b>performance</b> based on criteria that vary across time, place, and cultures. The <b>context</b> and how a work is presented influence the audience response. <b>6. Essential Question:</b> When is a performance judged ready to present? How do <b>context</b> and the manner in which musical work is presented influence audience response?	
a. With appropriate <b>guidance, perform</b> music with <b>expression</b> (e.g., dynamics).	a. I am learning how to <b>perform</b> music with <b>expression</b> .
b. <b>Perform</b> appropriately for the audience and	b. I am learning how to <b>perform</b> appropriately for the audience and

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### Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing **context** (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the **structure** and **context** of music inform a response?

Standard	Student Friendly Language
a. With appropriate <b>guidance</b> , list personal musical interests.	a. I am learning how to identify and create a list of musical things I like.
b. With appropriate <b>guidance</b> , <b>demonstrate</b> musical concepts in various styles of music (e.g., beat, pitch).	b. I am learning how to <b>perform</b> a musical concept in a variety of musical styles.
<b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work. <b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. <b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?	
a. With appropriate <b>guidance</b> , identify <b>expressive attributes</b> that reflect creators'/performers' expressive intent (e.g., dynamics).	a1. I am learning how to recognize how <b>expression</b> is used in music. a2. I am learning how to recognize why <b>composers</b> and <b>performers</b> use expressive qualities in music to convey meaning.
<b>9. Anchor Standard:</b> Apply <b>criteria</b> to artistic work. <b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established <b>criteria</b> . <b>9. Essential Question:</b> How do we judge the quality of musical work(s) and <b>performance(s)</b> ?	
a. With appropriate <b>guidance</b> , apply teacher-provided <b>criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning how to use my teacher's guidelines to evaluate <b>musical works</b> and <b>performances</b> .



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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. With appropriate <b>guidance</b> , express personal preferences in music.	a. I am learning how to explain why I like certain things about music.
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).	b. I am learning to <b>explore</b> how music is used throughout my day-to-day life.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied <b>contexts</b> and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, <b>contexts</b>, and daily life inform creating, performing, and responding to music?</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).	a. I am learning to <b>explore</b> the relationships between music and my other subject areas at school.
b. With appropriate <b>guidance, explore</b> how <b>context</b> (e.g., <b>social, cultural, historical</b> ) can inform a <b>performance</b> .	b. I am learning to <b>explore</b> how certain life events can impact a <b>performance</b> .

## General Music Grade 2: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. <b>Improvise rhythmic</b> and <b>melodic patterns</b> and <b>musical ideas</b> (e.g., <b>beat, meter, rhythm</b> ).	a. I am learning to create my own <b>music patterns</b> and ideas.
b. With appropriate <b>guidance</b> , generate musical ideas in multiple <b>tonalities</b> (e.g., <b>major, minor, modal, pentatonic</b> ) and <b>meters</b> (e.g., duple, triple, simple, compound).	b. I am learning to create musical ideas using multiple <b>tonalities</b> and <b>meters</b> .
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, <b>context</b> , and <b>expressive intent</b> . <b>2. Essential Question:</b> How do musicians make creative decisions?	
a. Demonstrate and explain personal reasons for selecting musical ideas (e.g., patterns, ideas).	a. I am learning to demonstrate and explain why I like certain musical ideas.
b. Use <b>notation</b> to document personal or collective musical ideas (e.g., sequencing).	b. I am learning to <b>notate</b> musical ideas.
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> <ul style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate <b>criteria</b>.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul> <b>3. Essential Question:</b> <ul style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ul>	
a. Interpret and apply personal, peer, and teacher feedback to revise personal music.	a. I am learning to improve my music using my own opinion and the feedback from my classmates and teachers.
b. Present a final version of personal or collective musical ideas, utilizing elements of <b>expression</b> , to peers or informal audiences.	b. I am learning to present a final version of my music work showing <b>expression</b> to my classmates or informal audience.

**Performing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for **performance**.

**4. Enduring Understanding:**

- 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.
- Analyzing creators' **context** and how they manipulate elements of music provides insight into their **intent** and informs performance.
- Performers make interpretive decisions based on their understanding of **context** and **expressive intent**.

**4. Essential Question:**

- How do performers select repertoire?
- How does understanding the **structure** and **context** of musical works inform **performance**?
- How do performers interpret musical works?

Standard	Student Friendly Language
a. With appropriate <b>guidance, demonstrate</b> and state personal interest in varied musical selections.	a. I am learning how to show and explain why I like different musical selections.
b. <b>Demonstrate</b> knowledge of musical concepts in music from a variety of cultures selected for <b>performance</b> (e.g., <b>meter, tonality</b> ).	b. I am learning to show what I know about different musical concepts from different cultural music <b>performances</b> .
c. Read and perform rhythmic and <b>melodic patterns</b> using <b>notation</b> .	c. I am learning to read and perform <b>music patterns</b> using <b>notation</b> .
d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey <b>expressive intent</b> .	d. I am learning to <b>explore</b> and describe musical concepts.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their <b>performance</b> over time through openness to new ideas, persistence, and the application of appropriate <b>criteria</b> . <b>5. Essential Question:</b> How do musicians improve the quality of their performance?	
a. Apply personal, teacher, and peer feedback to refine <b>performance</b> .	a. I am learning to make my <b>performance</b> better using my classmate's, teacher's, and own opinion.
b. With an appropriate level of independence, use suggested strategies in rehearsal to address interpretive challenges of music.	b. I am learning to use strategies in difficult places of my music during rehearsal to make my music <b>performance</b> better.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. Enduring Understanding:</b> Musicians judge <b>performance</b> based on criteria that vary across time, place, and cultures. The <b>context</b> and how a work is presented influence the audience response. <b>6. Essential Question:</b> When is a <b>performance</b> judged ready to present? How do <b>context</b> and the manner in which musical work is presented influence audience response?	
a. <b>Perform</b> music with appropriate <b>expression</b> and technique (e.g., posture, tone, breath support).	a. I am learning to <b>perform</b> music with <b>expression</b> and technique.
b. <b>Perform</b> appropriately for the audience and	b. I am learning to <b>perform</b> appropriately for the audience and occasion.

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**Responding-** Understanding and evaluating how the arts convey meaning.**7. Anchor Standard:** Perceive and analyze artistic work.**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing **context** (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the **structure** and **context** of music inform a response?

Standard	Student Friendly Language
a. List and explain personal musical interests.	a. I am learning how to identify and create a list of musical things I like.
b. <b>Demonstrate</b> and identify how specific musical concepts are used in various styles of music (e.g., <b>meter, tonality</b> ).	b. I am learning how to identify and <b>perform</b> specific musical concepts in a variety of musical styles.
<b>8. Anchor Standard:</b> Interpret <b>intent</b> and meaning in artistic work. <b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their <b>expressive intent</b> . <b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?	
a. <b>Demonstrate</b> knowledge of expressive attributes, and how they support creators'/performers' <b>expressive intent</b> (e.g., <b>tempo, dynamics</b> , mood, emotion).	a. I am learning how to recognize how <b>expression</b> is used in music. I am learning how to recognize why I think <b>composers</b> and <b>performers</b> use expressive qualities in music to convey meaning.
<b>9. Anchor Standard:</b> Apply <b>criteria</b> to artistic work. <b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and <b>performance(s)</b> is informed by analysis, interpretation, and established <b>criteria</b> . <b>9. Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?	
a. Apply teacher-provided <b>criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to apply my teacher's <b>criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .

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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. Express personal preferences in music.	a. I am learning to express what I like about certain things in music.
b. Explore various uses of music in daily experiences (e.g., songs of celebration, marches, T.V., movie, and video game soundtracks, dance music, work songs).	b. I am learning to <b>explore</b> how music is used throughout my day-to-day life.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</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).	a. I am learning to explore the relationships between music and my other subject areas at school.
b. Explore how context (e.g., social, cultural, historical) can inform <b>performance</b> .	b. I am learning to explore how specific life events can impact a <b>performance</b> .

## General Music Grade 3: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. <b>Improvise</b> rhythmic and melodic ideas (e.g., <b>beat, meter, rhythm</b> )	a. I am learning to create my own musical ideas using different <b>tempos</b> , time signatures, <b>melodies</b> , and <b>rhythms</b> .
b. Generate musical ideas (e.g., <b>rhythms, melodies</b> ) within specified <b>tonality</b> and/or <b>meter</b> .	b. I am learning to produce musical ideas in different <b>scales</b> and/or different <b>meters</b> .
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, <b>context</b> , and <b>expressive intent</b> . <b>2. Essential Question:</b> How do musicians make creative decisions?	
a. <b>Demonstrate</b> selected musical ideas for a simple <b>improvisation</b> or <b>composition</b> .	a. I am learning to use a given musical idea within my own musical <b>composition</b> or <b>improvisation</b> .
b. Use <b>notation</b> to document personal or collective <b>rhythmic</b> and <b>melodic</b> musical ideas (e.g., sequencing).	b. I am learning to write my own <b>compositions</b> using a combination of <b>rhythms</b> and <b>melodies</b> .
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> <ul style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul> <b>3. Essential Question:</b> <ul style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ul>	
a. Apply teacher-provided and collaboratively- developed <b>criteria</b> to evaluate and revise personal musical ideas.	a. I am learning to edit my <b>composition</b> based on feedback from my teacher as well as self-evaluate my <b>composition</b> .
b. Present the final version of personally or collectively created music to others and explain your creative process.	b. I am learning to share my music by <b>performing</b> and explaining to others how I <b>composed</b> it.

## Performing- Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for **performance**.

**4. Enduring Understanding:**

- 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**.

**4. Essential Question:**

- 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?

Standard	Student Friendly Language
a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, purpose, and <b>context</b> .	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose and <b>context</b> .
b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.	b. I am learning to see and hear musical patterns in a piece of music and determine its form.
c. Read and perform <b>rhythmic patterns</b> and melodic phrases using notation.	c. I am learning to say, sing/play <b>rhythms</b> and melodic phrases on various instruments or using my voice.
d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey intent.	d. I am learning to explain different musical ideas and why a <b>composer</b> would use them to portray an idea.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their <b>performance</b> over time through openness to new ideas, persistence, and the application of appropriate <b>criteria</b>.</p> <p><b>5. Essential Question:</b> How do musicians improve the quality of their <b>performance</b>?</p>	
a. Apply teacher-provided feedback and collaboratively-developed <b>criteria</b> and feedback to evaluate <b>performance</b> .	a. I am learning to work with my teacher and peers to use feedback from my teacher to improve my <b>performance</b> .
b. With an appropriate level of independence, rehearse to refine technique, <b>expression</b> , and identified <b>performance</b> challenges.	b. I am learning to use proper rehearsal techniques to improve my <b>performance</b> .
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The <b>context</b> and how a work is presented influence the audience response.</p> <p><b>6. Essential Question:</b> When is a performance judged ready to present? How do <b>context</b> and the manner in which musical work is presented influence audience response?</p>	
a. <b>Perform</b> music with appropriate <b>expression</b> and technique (e.g., mallet placement).	a1. I am learning to use proper technique to perform music. a2. I am learning to <b>perform</b> with more musicality using proper <b>expression</b> .

b. <b>Demonstrate performance</b> and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both <b>performing</b> or being an audience member.
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### Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing **context** (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the **structure** and **context** of music inform a response?

Standard	Student Friendly Language
a. Explain how music listening is influenced by personal interest, knowledge, purpose, and <b>context</b> .	a. I am learning how my interest and preferences in music may influence my musical choices.
b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music (e.g., personal, social).	b. I am learning how various musical ideas and the circumstances may influence other people's response to music.
<b>8. Anchor Standard:</b> Interpret <b>intent</b> and meaning in artistic work. <b>8. Enduring Understanding:</b> Through their use of elements and <b>structures</b> of music, creators and performers provide clues to their <b>expressive intent</b> . <b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?	
a. <b>Demonstrate</b> knowledge of <b>expressive attributes</b> , and how they support <b>creators'/performers' expressive intent</b> .	a. I am learning to explain how feelings and ideas can be expressed in music to show the <b>composer</b> or performers feelings.
<b>9. Anchor Standard:</b> Apply criteria to artistic work. <b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. <b>9. Essential Question:</b> How do we judge the quality of musical work(s) and <b>performance(s)</b> ?	
a. Apply teacher-provided and collaboratively-developed <b>criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to use a <b>rubric</b> to make neutral statements about <b>musical works</b> and <b>performances</b> .



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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. Identify pieces of music that are important to your family.	a. I am learning to select pieces of music for my family and explain my choices.
b. Explore 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).	b. I am learning about various ways music can be used daily.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied <b>contexts</b> and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, <b>contexts</b>, and daily life inform creating, performing, and responding to music?</p>	
a. Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	<p>a1. I am learning about music and how it is used in other school subjects.</p> <p>a2. I am learning to explain why music is important to these subjects.</p>
b. Describe how <b>context</b> (e.g., social, cultural, historical) can inform <b>performance</b> .	b. I am learning about how different backgrounds and circumstances can tell me more about a <b>performance</b> .

## General Music Grade 4: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. <b>Improvise</b> rhythmic, melodic, and harmonic ideas (e.g., <b>beat</b> , <b>meter</b> , <b>rhythm</b> , <b>harmony</b> , <b>tonality</b> ).	a. I am learning to create my own musical ideas using different <b>tempos</b> , time signatures, <b>harmonies</b> , <b>melodies</b> and <b>rhythms</b> .
b. Generate musical ideas (e.g., <b>rhythms</b> , <b>melodies</b> , simple accompaniment patterns) within related <b>tonalities</b> (e.g., <b>major</b> , <b>minor</b> ) and <b>meters</b> .	b. I am learning to produce musical ideas in different <b>modes</b> , <b>scales</b> and/or different <b>meters</b> .
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, <b>context</b>, and <b>expressive intent</b>.</p> <p><b>2. Essential Question:</b> How do musicians make creative decisions?</p>	
a. <b>Demonstrate</b> selected and organized musical ideas for an <b>improvisation</b> , <b>arrangement</b> , or <b>composition</b> .	a. I am learning to use a given musical idea within my own musical <b>composition</b> , <b>improvisation</b> or <b>arrangement</b> .
b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g., chords).	b. I am learning to write my own <b>compositions</b> using a combination of <b>rhythms</b> , <b>melodies</b> and simple <b>harmonies</b> that I have used before.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate <b>criteria</b>.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul> <p><b>3. Essential Question:</b></p> <ul style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ul>	
a. Apply teacher-provided and collaboratively- developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.	a. I am learning to edit my <b>composition</b> based on feedback from my teacher and peers.
b. Present the final version of personally or collectively created music to others and explain your creative process.	b. I am learning to share my music by <b>performing</b> and explaining to others how I <b>composed</b> it.

## Performing- Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:**

- 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**.

**4. Essential Question:**

- 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?

Standard	Student Friendly Language
a. <b>Demonstrate</b> and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and <b>context</b> .	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose and <b>context</b> .
b. <b>Demonstrate</b> understanding of the form in music selected for performance.	b. I am learning to see and hear musical patterns in a piece of music and determine its form.
c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).	c. I am learning to say, sing/play complex rhythms and melodic phrases on various instruments or using my voice.
d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written responses) and how creators use them to convey <b>expressive intent</b> .	d. I am learning to explain different musical ideas and why a <b>composer</b> would use them to portray an idea. I am learning to apply these traits to my own <b>performances</b> .
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> 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. <b>5. Essential Question:</b> How do musicians improve the quality of their performance?	
a. Apply teacher-provided and collaboratively- developed <b>criteria</b> and feedback to evaluate personal and ensemble performance.	a. I am learning to use a rubric to apply feedback from my teacher to improve our performance.
b. With an appropriate level of independence, rehearse to refine technique, <b>expression</b> , and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my <b>performance</b> .
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. 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>6. 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?	
a. <b>Perform</b> music with appropriate <b>expression</b> , technique, and <b>interpretation</b> .	a1. I am learning to use proper technique to <b>perform</b> music. a2. I am learning to make <b>performance</b> choices, based on what I believe the music is calling for.

	a3. I am learning to <b>perform</b> with more musicality using proper expression.
b. <b>Demonstrate performance</b> and audience decorum appropriate for the occasion.	b1. I am learning proper concert etiquette while performing. b.2. I am learning proper concert etiquette while being an audience member.

### Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
a. Explain how music listening is influenced by personal interest, knowledge, purpose, and <b>context</b> .	a. I am learning how my interest and previous experiences with music affect my choices in music.
b. <b>Demonstrate</b> and explain how musical concepts and contexts affect responses to music.	b. I am learning how various musical ideas relate to current events and circumstances and how this affects the audience response.
<b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work. <b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. <b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?	
a. <b>Demonstrate</b> and describe expressive attributes, and how they support creators'/performers' <b>expressive intent</b> .	a. I am learning to explain how feelings and ideas can be expressed in music to show the <b>composer</b> or <b>performer's</b> feelings.
<b>9. Anchor Standard:</b> Apply criteria to artistic work. <b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. <b>9. Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?	
a. Apply teacher-provided and collaboratively-developed <b>criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to use a <b>rubric</b> to make neutral statements about <b>musical works</b> and <b>performances</b> .

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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. Identify pieces of music that are important to your family or cultural heritage.	a. I am learning to select pieces of music for my family and my heritage and explain my choices.
b. Describe the roles and impact various music plays in your life and the lives of others.	b. I am learning about various ways music can play a part in my life and those around me.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
a. Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	<p>a1. I am learning about music and how it is used in other school subjects.</p> <p>a2. I am learning to explain why music is important to these subjects.</p>
b. Describe how <b>context</b> (e.g., social, cultural, historical) can inform a performance.	b. I am learning to explain how different backgrounds and circumstances can tell me more about a <b>performance</b> .

## General Music Grade 5: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. <b>Improvise</b> rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, tonality).	a. I am learning to create my own musical ideas using different <b>tempos</b> , time signatures, <b>harmonies</b> , <b>melodies</b> , and <b>rhythms</b> .
b. Generate musical ideas (e.g., <b>rhythms</b> , <b>melodies</b> , accompaniment patterns) within related <b>tonalities</b> , <b>meters</b> , and simple chord changes.	b. I am learning to produce musical ideas in different <b>modes</b> , <b>scales</b> , simple chord structures and/or different <b>meters</b> .
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>2. Essential Question:</b> How do musicians make creative decisions?	
a. <b>Demonstrate</b> selected and developed musical ideas for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> .	a. I am learning to use a given musical idea within my own musical <b>composition</b> , <b>improvisation</b> , or <b>arrangement</b> .
b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and two- or three- chord harmonic musical ideas (e.g., chords).	b. I am learning to write my own <b>compositions</b> using a combination of <b>rhythms</b> , <b>melodies</b> , and simple <b>harmonies</b> .
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> <ol style="list-style-type: none"> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ol> <b>3. Essential Question:</b> <ol style="list-style-type: none"> <li>How do musicians improve the quality of their creative work?</li> <li>When is creative work ready to share?</li> </ol>	
a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from your teacher.	a. I am learning to explain my reasoning for the musical choices I made when editing my <b>composition</b> .
b. Present the final version of personally or collectively created music to others and explain your creative process.	b. I am learning to share my music by <b>performing</b> and explaining to others how I composed it.

## Performing- Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:**

- 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.

**4. Essential Question:**

- 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?

Standard	Student Friendly Language
a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, purpose, and <b>context</b> .	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose and context.
b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for <b>performance</b> .	b. I am learning to see and hear musical patterns in a piece of music and determine its <b>form</b> .
c. Read and perform using <b>notation</b> (e.g., syncopations).	c. I am learning to say, sing/play complex <b>rhythms</b> and melodic phrases on various instruments or using my voice.
d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written responses) and how creators use them to convey <b>expressive intent</b> .	d. I am learning to explain different musical ideas and why a <b>composer</b> would use them to portray an idea to me.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> 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. <b>5. Essential Question:</b> How do musicians improve the quality of their performance?	
a. Apply teacher-provided and collaboratively- developed <b>criteria</b> and feedback to evaluate personal and <b>ensemble performance</b> .	a. I am learning to use feedback from my teacher to improve my <b>performance</b> .
b. With an appropriate level of independence, rehearse to refine technique, <b>expression</b> , and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my <b>performance</b> .
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. 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>6. 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?	
a. Perform music with appropriate expression, technique, and interpretation.	a1. I am learning to use proper playing/ vocal technique to perform music.

	<p>a2. I am learning to make performance choices, based on what I believe the music is calling for.</p> <p>a3. I am learning to perform with more musicality using proper expression.</p>
b. <b>Demonstrate performance</b> and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both <b>performing</b> or being an audience member.

### Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
a. Explain how music listening is influenced by personal interest, knowledge, purpose, and <b>context</b> .	a. I am learning how my interest and previous experiences with music affect my choices in music.
b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.	b. I am learning how various musical ideas and the circumstances music is used in can affect people's response.
<p><b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?</p>	
a. <b>Demonstrate</b> and describe expressive attributes, and how they support <b>creators'/performers' expressive intent</b> .	a. I am learning to explain how feelings and ideas can be expressed in music to show the <b>composer</b> or <b>performer's</b> feelings.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>9. Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
a. Apply teacher-provided and collaboratively-developed <b>criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to use a <b>rubric</b> to make neutral statements about <b>musical works</b> and <b>performances</b> .



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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. Explain why particular pieces of music are important to your family or cultural heritage.	a. I am learning to select pieces of music from my family and my heritage and explain my choices.
b. Describe the roles and impact various music plays in your life and the lives of others.	b. I am learning about various ways music can play a part in my life and those around me.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</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>a1. I am learning about music and how it is used in other school subjects.</p> <p>a2. I am learning to explain why music is important to these subjects.</p>
b. Describe how <b>context</b> (e.g., social, cultural, historical) can inform a <b>performance</b> .	b. I am learning to explain how different backgrounds and circumstances can tell me more about a <b>performance</b> .

## General Music Grade 6: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. <b>Improvise</b> rhythmic, melodic, and harmonic ideas within a specified <b>form</b> (e.g., AB, ABA, rondo, theme and variations, etc.).	a. I am learning to <b>improvise</b> within a specific musical form.
b. Generate musical ideas (e.g., <b>rhythms</b> , <b>melodies</b> , accompaniment patterns) within related <b>tonalities</b> , <b>meters</b> , and simple chord changes within a specified <b>form</b> .	b. I am learning to create my musical ideas using <b>tonalities</b> , <b>meters</b> , and simple chordal changes within a specific musical form.
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>2. Essential Question:</b> How do musicians make creative decisions?	
a. <b>Demonstrate</b> selected and developed ideas for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> (e.g., with defined beginning, middle, and ending).	a. I am learning to <b>demonstrate</b> my musical ideas for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> .
b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and two- or three- chord harmonic musical ideas (e.g., chords).	b. I am learning to use <b>notation</b> to document my rhythmic, melodic, and two-or three- chord harmonic musical ideas.
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> <ul style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul> <b>3. Essential Question:</b> <ul style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ul>	
a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from your teacher.	a. I am learning to describe the rationale "the why/reason" for revising my music based on evaluation <b>criteria</b> and teacher feedback.
b. Present the final version of personally or collectively created music to others and explain your creative process.	b. I am learning to present the final version of my music and explain my creative process to others.

**Performing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:**

- 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.

**4. Essential Question:**

- 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?

Standard	Student Friendly Language
a. Select music to perform using teacher-provided <b>criteria</b> .	a. I am learning to select music to perform using my teacher's provided <b>criteria</b> (guidelines).
b. Demonstrate understanding of the <b>form</b> in music selected for <b>performance</b> .	b. I am learning to use <b>form</b> in music for a musical performance.
c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).	c. I am learning to read and <b>perform</b> standard <b>notation</b> .
d. Explain how interpretation is connected to <b>expressive intent</b> (e.g., context).	d. I am learning to explain how music makes me feel based on expressive qualities.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> 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. <b>5. Essential Question:</b> How do musicians improve the quality of their performance?	
a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and <b>ensemble performance</b> .	a. I am learning to use <b>criteria</b> and feedback to evaluate <b>performances</b> .
b. With an appropriate level of independence, rehearse to refine technique, <b>expression</b> , and identified performance challenges.	b. I am learning to rehearse to refine technique, <b>expression</b> , and identified performance challenges.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. 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>6. 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?	
a. <b>Perform</b> music with appropriate <b>expression</b> , technique, <b>interpretation</b> .	a. I am learning to <b>perform</b> music with appropriate <b>expression</b> , technique, <b>interpretation</b> .
b. <b>Demonstrate performance</b> and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both <b>performing</b> or being an audience member.

**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
a. Compare and contrast your listening preferences with those of others.	a. I am learning to compare and contrast my own listening preferences to those of my classmates.
b. <b>Demonstrate</b> and explain how musical concepts and context affect responses to music.	b. I am learning to demonstrate and explain how musical concepts and context will affect responses to music.
<p><b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?</p>	
a. <b>Demonstrate</b> and describe expressive attributes, and context, and how they support creators'/performers' <b>expressive intent</b> .	a. I am learning to <b>demonstrate</b> and describe how expressive qualities and context support the creators'/performers' <b>expressive intent</b> .
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>9. Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and <b>performances</b> .	a. I am learning to apply teacher-provided and collaboratively-developed criteria to evaluate musical works and <b>performances</b> .

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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. Explain why particular pieces of music are important to your family or cultural heritage.	a. I am learning to explain why particular pieces of music are important to my family or for my cultural heritage.
b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.	b. I am learning to reflect on and discuss the roles and the impact various music plays in my life and in the lives of others.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
a. Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	a. I am learning to explain the relationships between music and the other content areas at my school.
b. Identify and describe how context (e.g., social, cultural, historical) can inform a <b>performance</b> .	b. I am learning to identify and describe how contextual awareness can influence a <b>performance</b> .

## General Music Grade 7: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. <b>Improvise</b> rhythmic, melodic, and harmonic phrases within a specified <b>form</b> (e.g., AB, ABA, rondo, theme and variations, etc.).	a. I am learning to <b>improvise</b> a specified <b>form</b> in music.
b. Generate coherent musical ideas (e.g., rhythms, melodies, accompaniment patterns) within related <b>tonalities</b> , <b>meters</b> , and simple chord changes within a specified <b>form</b> .	b. I am learning to create my musical ideas within specific musical guidelines using <b>tonalities</b> , <b>meter</b> , chordal changes and <b>form</b> .
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>2. Essential Question:</b> How do musicians make creative decisions?	
a. <b>Demonstrate</b> and document selected and developed ideas for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> (e.g., with unity and variety).	a. I am learning to create <b>improvisation</b> , <b>arrangements</b> , and <b>compositions</b> from developed musical ideas.
b. Use <b>notation</b> to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	b. I am learning to use <b>notation</b> to create my musical phrases.
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> <ul style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul> <b>3. Essential Question:</b> <ul style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ul>	
a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (e.g., teacher, peers).	a. I am learning to describe my reasons for making improvements to my music based on the <b>criteria</b> and feedback from others.
b. Present the final version of your documented personally or collectively created music to others and explain your creative process and <b>intent</b> .	b. I am learning to present my creative process and <b>intent</b> for my final musical creation.

**Performing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:**

- 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.

**4. Essential Question:**

- 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?

Standard	Student Friendly Language
a. Select music to <b>perform</b> using teacher-provided <b>criteria</b> and explain reasons for choices.	a. I am learning to select and explain my selection of <b>performance</b> music based on my teacher provided <b>criteria</b> .
b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for <b>performance</b> .	b. I am learning to <b>demonstrate</b> how I understand <b>form</b> in music.
c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).	c. I am learning to read and <b>perform</b> music using <b>notation</b> .
d. Explain how <b>interpretation</b> is connected to <b>expressive intent</b> in various music.	d. I am learning to explain how music makes me feel based on expressive qualities.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> 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. <b>5. Essential Question:</b> How do musicians improve the quality of their performance?	
a. Apply collaboratively-developed <b>criteria</b> and feedback to evaluate personal and <b>ensemble performance</b> .	a. I am learning to use criteria and feedback to evaluate <b>performances</b> .
b. With an appropriate level of independence, rehearse to refine technique, <b>expression</b> , and identified <b>performance</b> challenges.	b. I am learning to rehearse to refine technique, <b>expression</b> , and identified <b>performance</b> challenges.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. 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>6. 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?	
a. <b>Perform</b> music with appropriate <b>expression</b> , technique, and interpretation.	a. I am learning to perform music with appropriate <b>expression</b> , technique, interpretation.
b. Demonstrate <b>performance</b> and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both <b>performing</b> or being an audience member.

## Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
a. Compare and contrast your listening preferences with those of others.	a. I am learning to compare and contrast my own listening preferences to those of my classmates.
b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (e.g., personal, social).	b. I am learning to classify, explain and cite my evidence on how musical concepts, designs, and context will affect the listener's responses to music.
<p><b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?</p>	
a. Classify and describe expressive attributes and context, and how they support creators'/performers' <b>expressive intent</b> .	a. I am learning to demonstrate and describe how expressive qualities and context support the creators'/performers' <b>expressive intent</b> .
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>9. Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
a. Apply collaboratively-developed criteria to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to apply collaboratively-developed criteria to evaluate <b>musical works</b> and <b>performances</b> .



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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. Identify examples of how music helps to create a sense of identity, community, and solidarity.	a. I am learning to provide examples of the various ways music can create a sense of identity, community and solidarity.
b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.	b. I am learning to reflect on and discuss the roles and the impact various music plays in my life and in the lives of others.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	a. I am learning to combine various ideas to demonstrate the relationships between music and the other content areas.
b. Identify and explain how context (e.g., social, cultural, historical) can inform a performance.	b. I am learning to identify and describe how contextual awareness can influence a performance.

## General Music Grade 8: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**1. Essential Question:** How do musicians generate creative ideas?

Standard	Student Friendly Language
a. <b>Improvise</b> rhythmic, melodic, and harmonic ideas within expanded <b>forms</b> (e.g., introductions, transitions, codas, etc.).	a. I am learning to <b>improvise</b> expanded <b>form</b> in music.
b. Generate coherent musical ideas (e.g., <b>rhythms</b> , <b>melodies</b> , accompaniment patterns) within related <b>tonalities</b> , <b>meters</b> , and simple chord changes within a specified <b>form</b> .	b. I am learning to create my musical ideas within specific musical guidelines using <b>tonalities</b> , <b>meter</b> , chordal changes and <b>form</b> .
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>2. Essential Question:</b> How do musicians make creative decisions?	
a. <b>Demonstrate</b> and document selected and developed ideas for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> (e.g., vocal, variety, balance, tension/release).	a. I am learning to create <b>improvisation</b> , <b>arrangements</b> , and <b>compositions</b> from developed musical ideas.
b. Use <b>notation</b> to document personal or collective <b>rhythmic</b> phrases, <b>melodic</b> phrases, and <b>harmonic sequences</b> .	b. I am learning to use <b>notation</b> to create my musical phrases.
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> <ul style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul> <b>3. Essential Question:</b> <ul style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ul>	
a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (e.g., teacher, peers).	a. I am learning to describe my reasons for making improvements to my music based on the criteria and feedback from others.
b. Present the final version of your documented personally or collectively created music to others and explain your creative process and intent.	b. I am learning to present my creative process and intent for my final musical creation.

**Performing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:**

- 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.

**4. Essential Question:**

- 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?

Standard	Student Friendly Language
a. Select music to perform using personally-developed criteria and explain reasons for choices.	a. I am learning to select and explain my selection of performance music based on my own criteria.
b. Compare and contrast the <b>form</b> in music selected for <b>performance</b> .	b. I am learning to compare and contrast <b>form</b> in music.
c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).	c. I am learning to read and <b>perform</b> music using <b>notation</b> .
d. Explain how interpretation is connected to <b>expressive intent</b> in various music.	d. I am learning to explain how music makes me feel based on <b>expressive qualities</b> .
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> 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.</p> <p><b>5. Essential Question:</b> How do musicians improve the quality of their performance?</p>	
a. Apply personally and/or collaboratively-developed criteria and feedback to evaluate personal and <b>ensemble performance</b> .	a. I am learning to use criteria and feedback to evaluate <b>performances</b> .
b. With an appropriate level of independence, rehearse to refine technique, <b>expression</b> , and identified <b>performance</b> challenges.	b. I am learning to rehearse for refinement of technique, <b>expression</b> , and identified <b>performance</b> challenges.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. 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>6. 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>	
a. <b>Perform</b> music with appropriate <b>expression</b> , technique, and <b>interpretation</b> .	a. I am learning to <b>perform</b> music with appropriate <b>expression</b> , technique, <b>interpretation</b> .
b. Demonstrate <b>performance</b> and audience	b. I am learning proper concert etiquette while both <b>performing</b> or being an appropriate audience member.

decorum appropriate for the occasion.	
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### Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:**

- a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**7. Essential Question:**

- a. How do individuals choose music to experience?
- b. How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
a. Compare and contrast your listening preferences with those of others.	a. I am learning to compare and contrast my own listening preferences to those of my classmates.
b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music.	b. I am learning to classify, explain and cite my evidence on how musical concepts, design, and context will affect the listeners' responses to music.
<b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work. <b>8. Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. <b>8. Essential Question:</b> How can the same work of art communicate different messages to different people?	
a. Classify and describe <b>expressive attributes</b> and context, and how they support creators'/performers' <b>expressive intent</b> .	a. I am learning to <b>demonstrate</b> and describe how expressive qualities and context support the creators'/performers' <b>expressive intent</b> .
<b>9. Anchor Standard:</b> Apply criteria to artistic work. <b>9. Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. <b>9. Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?	
a. Apply personally and/or collaboratively-developed criteria to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to apply personally and/or collaboratively-developed criteria to evaluate <b>musical works</b> and <b>performances</b> .

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

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

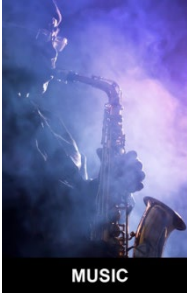
**10. Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**10. Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Student Friendly Language
a. Explain how music helps to create a sense of identity, community, and solidarity.	a. I am learning to explain the various ways music can create a sense of identity, community, and solidarity.
b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.	b. I am learning to reflect on and discuss the roles and the impact various music plays in my life and in the lives of others.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>11. Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).	a. I am learning to combine various ideas to demonstrate the relationships between music and the other content areas.
b. Identify and explain how context (e.g., social, cultural, historical) can inform a <b>performance</b> .	b. I am learning to identify and describe how contextual awareness can influence a <b>performance</b> .



## Arts Education Standards Instructional Resources – Music

 <p>MUSIC</p>	<h3>Fun with Rhythms: The Nutcracker March</h3> <h4>2<sup>nd</sup> Grade</h4> <p><i>This lesson is a fun way to integrate matching sixteenth note beat patterns with standard notation.</i></p>
<b>Lesson Objective(s):</b>	<p><b>Student Friendly Standard Learning Statement(s):</b> I am learning how to read and perform music patterns using notation.</p> <p><b>Preparational Objective:</b> The student will be able to perform non-verbal movements to illustrate the form of a musical composition</p> <p><b>Practice Objective:</b> The student will be able to arrange the melodic mapping of a pentatonic-based folk song in the correct order</p> <p><b>Presenting New Material:</b> The student will be able to perform and label tied quarter notes in preparation for half-note skill acquisition</p>
<b>Arts Standard(s):</b>	<p><b>Artistic Process - Performing</b> <b>Anchor Standard #4:</b> Select, analyze, and interpret artistic work for performance.</p> <ul style="list-style-type: none"> <li>(MU.PR.4.1c) With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g., traditional notation).</li> </ul>
<b>Essential Question(s):</b>	<p><i>How does understanding the structure and context of musical works inform performance?</i></p>
<b>Vocabulary:</b>	<p><b>NCCAS:</b>  <b>Beat</b>-Underlying steady pulse present in most music  <b>Form</b>-Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form  <b>Musical idea</b>-Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece  <b>Rhythm</b>-Duration or length of sounds and silences that occur in music; organization of sounds and silences in time</p>
<b>Lesson Procedure:</b> (Approx. Duration: 1 45-50 minute class period)	<p><b>OPENING:</b> Introduction, focus, anticipatory set (about 5 minutes)</p> <ol style="list-style-type: none"> <li>The instructor greets students at the door, strumming a steady beat on a ukulele that soon becomes the main three-note theme to the March from the Nutcracker.</li> <li>Students are asked to sit in a circle. Using movement, students are asked to warm up mentally by pairing three specific actions with three themes. A march, a slow spin, and a scurry.</li> </ol> <p><b>PROCESS:</b> Primary Focus, Transition, Secondary Focus</p>

(Teaching procedures and active student participation)  
(about 35 minutes total for this section)

**Primary Focus: Presenting the Concept of Ties and Half Notes (Ta-a)**  
(about 10-15 minutes)



1. Students transition to the smart board seating area where the Tchaikovsky Smartbook File is pulled up.
2. The instructor highlights each icon on the board pairing it with a known rhythm (quarter note/ta, rest, paired eighth notes/ta-di, and grouped sixteenth notes/taka-dimi.)
3. Students are given rhythm sticks and perform the composition made by the instructor.
4. Students are selected to come up and create their own four-beat composition on the bottom line.
5. The instructor draws students' attention to the odd (tied) two-beat icon and asks the class "how many beats does this picture take?"
6. Class is guided towards two beats.
7. The tied icon is paired with the "Ski" part of Tchaikovsky's name.
8. Students are introduced to the idea of sliding for two beats on their rhythm sticks.
9. Students are asked to pass up rhythm sticks and find a "Perfect place" in front of the presentation board.
10. Students move to the back of the room and the instructor describes the formal definition for musical ties (a musical plus sign that adds two notes together).
11. Students are given several written examples on the board to clap and count.

**Change of Pace: Preparing for the formal study of Tchaikovsky's, Nutcracker Ballet, (Movement non-verbal form)**  
(about 8-10 minutes)

1. Students are asked to find their perfect place in the room.
2. The instructor is monitoring for attentive students and as students are sitting they are handed a hula hoop to place around them.
3. The instructor reminds students of the three movements they warmed up on earlier that day.
4. A march, a slow spin, and a scurry. Instructions are paired with each movement.
5. The hula-hoop is used as a spacing agent and a target for when the students scurry to a new spot.
6. To correctly perform the form of the piece, students must march in open space with the hula-hoop at their side, halt and spin slowly for the descending melody, and put down the hula-hoop and scurry to a new one when the fast sixteenth notes occur from the flute.

**Secondary Focus: Practicing the melodic mapping of the folk song *Great Big House* (pentatonic scale)**  
(about 8-10 minutes)

1. Students are asked to sit in groups based on the color of their hula hoops. About 7 groups total.
2. The instructor distributes melodic icon packets to each group.
3. Students are asked to layout the icons side-by-side in a line.
4. The instructor sings the song Great Big House with solfege hand signs and reminds the students of the rhyme they use to find the big three (do-mi-sol) on lines or spaces.


	<ol style="list-style-type: none"> <li>The instructor states "today we need to put the notes to the song in the correct order" students are given time to work in a group to arrange the piece correctly.</li> <li>The instructor travels the room and monitors progress. Each group is called upon to sing their piece in solfege</li> </ol> <p><b>CLOSURE: Student-produced understanding.</b> (about 5 minutes)</p> <ol style="list-style-type: none"> <li>While lining up at the door to exit the room all students will turn their attention to the presenting board.</li> <li>The instructor asks students, "what is the musical term for a plus sign (+) guiding them towards the answer of a tie.</li> <li>Students are asked to define the musical vocabulary word tie in their own words and share their personal definitions with a friend next to them.</li> </ol>
<b>Assessments:</b>	<p><b>Checking for understanding:</b></p> <ol style="list-style-type: none"> <li>Students will be able to perform tied quarter notes/half notes using graphic notation.</li> <li>Students will be able to perform non-verbal movements to illustrate the form of a piece of music.</li> <li>Students will be able to recreate an aurally learned melody using graphic notation.</li> </ol> <p><b>Extension: Further development of lesson, possibilities for next lesson, notes.</b></p> <ol style="list-style-type: none"> <li>Students will compose their own short melodic ideas using rearranged portions of the graphic icons from Great Big House. These ideas will be played as ostinatos on mallets as the song is sung (introduction to harmony/partner song.</li> </ol> <p><b>Unit assessment (if applicable): N/A</b></p>
<b>Related Standards/ Competencies:</b>	<p><b>Dance K-2</b>  <i>CR.2.b: Organize and develop artistic ideas and work.</i>  <i>CN.11: Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.</i></p>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>Smart-Board or ViewSonic Board (Touch Screen/Projector)</li> <li> The Nutcracker.notebook</li> <li>Rhythm Sticks</li> <li>Hula-Hoops (30)</li> <li>Recording of the March from the Nutcracker</li> <li> Great Big House Melodic manipulatives (1) (1).pdf.txt</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li><a href="#">NCCAS Glossary</a></li> <li><a href="#">Core-Music-Standards-EUs-EQs-Definitions</a></li> </ul>



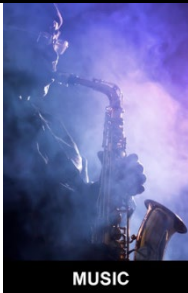
## Skill Check Rubric: Rhythmic Accuracy

4 - Highly Proficient (Exceeding Mastery)	3 - Proficient (Demonstrates Mastery)	2 - Partially Proficient (Approaching Mastery)	1 - Minimally Proficient (Still Developing Foundational Skills)
Consistently accurate rhythms throughout performance.	Accurate rhythms throughout performance.	Inconsistent rhythms throughout performance.	Fundamentals of rhythms throughout performance were lacking.
Success Criteria: Performs a variety of rhythms consisting of appropriate grade level of difficulties with class with any play along notation song, performs alone with accompaniment and performs alone without accompaniment. (Grade Level Dependant)			



 <p>MUSIC</p>	<h2 style="text-align: center;">Storybook Improv</h2> <h3 style="text-align: center;">3rd Grade</h3> <p style="text-align: center;"><b><i>This lesson allows students to naturally begin the process of improvisation. While giving them the opportunity to create an ostinato and express their musical choices utilize a children's book they are familiar with. This lesson is best used early on in 3rd grade as an introduction to improvisation.</i></b></p>
<b>Lesson Objective(s):</b>	<b>Student Friendly Standard Learning Statement(s):</b> I am learning how to make my musical ideas better by using feedback. I am learning how to present my musical ideas.
<b>Arts Standard(s):</b>	<b>Artistic Process - <i>Creating</i></b> <b>Anchor Standard #3</b> - Refine and complete artistic work. <ul style="list-style-type: none"> <li>○ (MU.CR.3.3b) Present the final version of personally or collectively created music to others and explain your creative process.</li> </ul>
<b>Essential Question(s):</b>	<i>How do musicians improve the quality of their creative work?</i> <i>When is creative work ready to share?</i>
<b>Vocabulary:</b>	<b><u>NCCAS:</u></b> <b>Improvising-</b> Music created and performed spontaneously or "in-the-moment", often within a framework determined by the musical style. <b>Rhythm-</b> Duration or length of sounds and silences that occur in music; organization of sounds and silences in time <b>Musical idea-</b> Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece <b>Present-</b> Share artistic work (e.g., a composition) with others <b>Presto-</b> Very quickly <b>Ostinato-</b> a musical phrase repeated over and over throughout a composition
<b>Lesson Procedure:</b> <b>(Approx. Duration: 2 40-50 minute class period)</b>	<ol style="list-style-type: none"> <li>1. Teacher will read/sing the story "We are Going on a Bear Hunt" by Michael Rosen. Try not to place too much emphasis on the sounds "Swishy swoshy" etc. Just read it so they are familiar with it. (10 minutes)</li> <li>2. Teacher will re-read the story and invite students to stand up in their places and act out each location. Have students join in singing the chorus. (10 minutes) Following this, the teacher can relate their choices in body movement to improvisation.</li> <li>3. Group students into 7 groups: grass, river, mud, forest, snowstorm, cave and bear/house. Remind students of their part. Allow them to use classroom instruments to work together to create an ostinato for their part of the book. (10-20 minutes) Remind students they need a normal tempo version of their ostinato and a "Presto" version for the end.</li> <li>4. Teacher will then have each group do a feedback performance for their peers. Each group will perform, explain their choices and listen to feedback from peers. (10-15 minutes)</li> <li>5. Students will now get 5-7 minutes to regroup and make edits to their piece.</li> </ol>

	<ol style="list-style-type: none"><li>6. Teacher will lead a "Dress Rehearsal" (10 Minutes), run through with the chorus so students know when their part falls in the book.</li><li>7. Final performance (invite their classroom teacher to come watch) or record to share with parents.</li></ol>
<b>Assessments:</b>	<p><b>Checking for understanding:</b> Teacher will monitor students during the first performance, revision and final performance.</p> <p><b>End of Lesson:</b> Teacher will have each student individually express (verbally or through writing): two parts of their performance that went well, one thing they could do better, and one ostinato (group) that they believe best represented their page of the book and why.</p> <p><b>Unit assessment (if applicable):</b> N/A</p>
<b>Related Standards/ Competencies:</b>	<p><b>Music 3rd Grade</b></p> <p>CR.1.a: <i>Improvise rhythmic and melodic ideas (e.g., beat, meter, rhythm)</i></p> <p>CR.2.a: <i>Demonstrate selected musical ideas for a simple improvisation or composition.</i></p>
<b>Resources:</b>	<p><a href="#">NCCAS Glossary</a></p> <p><a href="#">Core-Music-Standards-EUs-EQs-Definitions</a></p> <p><a href="#">We are Going on A Bear Hunt</a></p>

 <p>MUSIC</p>	<h2 style="text-align: center;">Making a Jingle</h2> <h3 style="text-align: center;">7<sup>th</sup> Grade</h3> <p><b><i>Pitch and melody are foundational concepts in music. There are many career paths in music that require you to create or compose melodies, including making product Jingles.</i></b></p>
<b>Lesson Objective(s):</b>	<b>Student Friendly Standard Learning Statement(s):</b> <ul style="list-style-type: none"> <li>I am learning to create my musical ideas within specific guidelines using tonalities, meter, chordal changes, and form</li> </ul>
<b>Arts Standard(s):</b>  <b>Anchor Standard</b>	<p><b>Artistic Process - Creating</b>  <b>Anchor Standard 1</b> - Generalize and conceptualize artistic work</p> <ul style="list-style-type: none"> <li>(MU.CR.1.7a) Improvise rhythmic, melodic, and harmonic phrases within a specified form.</li> <li>(MU.CR.1.7b) Generate coherent musical ideas within related tonalities, meters, and simple chord changes within a specified form.</li> </ul> <p><b>Anchor Standard 2</b> - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>(MU.CR.2.7a) Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions</li> <li>(MU.CR.2.7b) Use notation to document personal or collective rhythmic and melodic phrases, and harmonic sequences</li> </ul> <p><b>Artistic Process - Performing</b>  <b>Anchor Standard 6</b> - Convey Meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>(MU.PR.6.6a) Perform music with appropriate expression, technique, and interpretation</li> </ul> <p><b>Artistic Process - Connecting</b>  <b>Anchor Standard 10</b> - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>(MU.CN.10.7b) Reflect on and discuss the roles and impact various music plays in one's life and the lives of others.</li> </ul>
<b>Essential Question(s):</b>	<p><i>How do musicians generate creative ideas?</i>  <i>How do musicians improve the quality of their creative work?</i>  <i>When is creative work ready to share?</i>  <i>How does understanding the structure and context of the musical work inform performance?</i>  <i>How does understanding the structure and context of music inform a response?</i>  <i>How do musicians make meaningful connections to creating, performing, and responding?</i></p>
<b>Vocabulary:</b>	<p><b>NCCAS:</b>  <b>Sound</b>- sound produced by continuous and regular vibrations  <b>Pitch</b> - the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone  <b>Melody</b> - a sequence of single notes that is musically satisfying  <b>Improvisation</b> - the action of improvising - something that is improvised, especially a piece of music, drama, etc., created without preparation</p>

	<p><b>Composition</b> - a work of music, literature, or art</p> <p><b>Jingle</b> - a short slogan, verse, or tune designed to be easily remembered, especially as used in advertising</p>
<p><b>Lesson Procedure:</b> <i>(Approx. Duration)</i></p>	<p><b>Pre-Lesson Opening Activity:</b> Have students explore creating a simple melody or song using Chrome Music Lab. Share this link with students and have them simply explore, improvise, and create. Have students download their composition as a WAV file and submit it to the teacher using the district-approved digital platform. This is will likely be a tool students can use to create a jingle later in the lesson: <a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a></p> <p>Questions:</p> <p>What makes a commercial jingle successful?</p> <p>What could make a jingle fail?</p> <p>What would it take to create your own jingle?</p> <p>What jingles can you recite that you've heard before?</p> <p>Why do you remember and recognize those jingles?</p> <ol style="list-style-type: none"> <li>1. <b>Icebreaker:</b> Question of the Day (approx. 5 mins) Students introduce themselves by saying their name (even if the class knows their name) and answering the "Question of the Day." These questions usually have one-word or very brief answers. The Question of the Day can be random, or specific to the lesson such as: "What was your favorite jingle you hear all the time at home?"</li> <li>2. <b>Pass the Microphone:</b> (approx. 10 mins) Transition students to a time of discussion. Ask students the questions listed above to guide student responses. Make sure that each student participates in the discussion. A good strategy to use for group discussion participation is to ask students to "pass the microphone" to another person after they have answers. The teacher asks a question, then says "I pass the mic to...STUDENT NAME." Then, that student answers the question and then "passes" to another student. Continue this until each student has a chance to respond to at least one of the questions.</li> <li>3. <b>What's a Jingle?</b> (approx. 10 mins) Take time to describe what the purpose of a jingle is and why it is important to a product or brand. Be sure to discuss and describe what makes a jingle successful or not (i.e. catchy, short, rhyme, funny, matches the product, etc.) Here is a good definition: a jingle is a short musical piece written to promote a specific product, brand, or service. Jingles are not particularly complex, with the emphasis being on how effectively the chosen words convey the message.</li> <li>4. <b>Pitch and Melody Review</b> (approx. 5 mins) Briefly review with students the musical concepts of pitch and melody and how they can be incorporated into a jingle—even how to make a career out of it! There are many "how-to" videos regarding creating jingles on YouTube if you choose to share exactly how some people have a career in making jingles! Here is an example: <a href="https://www.youtube.com/watch?v=soWspCzKwBA">https://www.youtube.com/watch?v=soWspCzKwBA</a></li> <li>5. <b>Collaborate: Modeling Jingles</b> (approx. 15 mins) As a collaborative effort with students, guide the discussion to creating a jingle as a class. Start by asking for broad suggestions</li> </ol>

	<p>from students about a product or service (such as shoes, candy, or toy) to create a jingle for (remember these must be new or imaginary products/brands due to copyright laws). Once the product or service is chosen, follow the steps below to help students collaborate to create a jingle: <b>1.</b> What is the who/what/where/why/how that makes the product appealing? <b>2.</b> Describe the product in one sentence that rhymes. Make it catchy! <b>3.</b> Create a simple melody using a free, online notation software or virtual instrument! <b>4.</b> Add the melody to the catchy sentence! <b>5.</b> Does it need any adjustments to make it catchier or appealing to a consumer?</p> <p>6. <b>Student Assignment Introduction</b> (approx. 5 mins) With any remaining class time, introduce their assignment after the classroom session. Students will create their own jingle for a brand-new product of their own creation! Much like they collaborated to create a jingle during the classroom session, they will be required to make one of their own, individually. Encourage students to be creative and create a jingle based on the factors that help to create a successful and catchy jingle!</p> <p>7. <b>Student Jingle Project: Create a Catchy Jingle</b> (approx. 30+ mins) Share with students the Jingle Project Checklist for them to use as a guide to create a successful Jingle and for this activity, students will use Flipgrid.com or some other presentation software to submit their catchy jingles for peer-review and teacher feedback/grading as a summative assessment. This assignment could be due within a week of the live classroom session depending on school/district requirements and schedules.</p>
<b>Assessments:</b>	<p><b>DIAGNOSTIC ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Informal teacher observation using visual/aural checks for comprehension of pitch and melody while improvising and creating a melody using Chrome Music Lab via digital platform or one-on-one teacher phone call (unplugged variation)</li> </ul> <p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Informal teacher observation using visual/aural checks for comprehension of student performance during the collaborative jingle creation via digital platform</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of students' jingle performances live performance – through used software or live performance</li> </ul> <p><b>INCREASED RIGOR:</b> Students needing an extra challenge can create more advanced melodies or include harmony to their jingles or create an additional accompaniment to the music.</p> <p><b>ADAPTED ASSIGNMENT:</b> Students requiring an adaptation to this assignment can create their jingles with appropriate scaffolding from the teacher or a peer</p>
<b>Related Standards/ Competencies:</b>	<p>Basic ideas about pitch and melody and how they are used in real-world applications (movie themes, commercial jingles)</p> <p><b>CONCEPTS:</b></p>

	<ul style="list-style-type: none"> <li>• Pitch, melody, and how sounds are created (science connection)</li> </ul> <p><b>PS4-A: Wave Properties – Sound waves</b></p> <ul style="list-style-type: none"> <li>• Composing a melody using a variety of resources</li> </ul> <p><b>Benchmark 1 – The student can apply a variety of digital tools for personal and group expression</b></p> <ul style="list-style-type: none"> <li>• Career paths in music</li> <li>• Creating a commercial jingle for a student-imagined brand (cannot be a pre-existing brand name)</li> </ul> <p><b>Music Technology Standards: CA #1, #2, #3, #4, #10 and #11</b></p>
<b>Requirements:</b>	<p><b>STUDENT SUPPLIES:</b></p> <ul style="list-style-type: none"> <li>• A device with audio/video capabilities</li> <li>• Headphones (with a microphone if available)</li> <li>• Pencil and paper</li> </ul> <p><b>TEACHER SUPPLIES:</b></p> <p>A device with audio/video capabilities</p> <ul style="list-style-type: none"> <li>• Flipgrid or some presentation software</li> <li>• Music tracks including various genres and styles</li> </ul>
<b>Resources:</b>	<p>Free Music Notation Software: <a href="https://www.noteflight.com/">https://www.noteflight.com/</a></p> <p>Free Music Notation Software: <a href="https://flat.io/">https://flat.io/</a></p> <p>Free Online Music Creation Website: <a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a></p> <p>Free Online Music Creation Website: <a href="http://intro.novationmusic.com/harry-coade?overlay=intro">http://intro.novationmusic.com/harry-coade?overlay=intro</a></p> <p>Free Virtual Musical Instruments: <a href="https://www.virtualmusicalinstruments.com/">https://www.virtualmusicalinstruments.com/</a></p> <p>Other Online Music Creation Resources: <a href="https://www.factmag.com/2016/11/12/browser-instrumentshtml5-drum-machines-synths-samplers/">https://www.factmag.com/2016/11/12/browser-instrumentshtml5-drum-machines-synths-samplers/</a></p>

### Jingle Project Rubric

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
<b>MSGM7.CR.1/2</b> Composing Music	The student created a short, catchy melody that directly matches AND enhances their product, brand, or service.	The student created a short, catchy melody that matches their product, brand, or service.	The student created a short, melody that is either memorable OR vaguely matches their product, brand, or service.	The student created a short melody, but it is not memorable and did not match their product, brand, or service.	The student did not participate.	
<b>MSGM7.PR.1/3</b> Performing Jingles	The student performs the jingle in a catchy and memorable way and can be easily replicated for others to perform.	The student performs the jingle in a catchy and memorable way.	The student performs the jingle.	The student performs the jingle but needs development and practice.	The student did not participate.	
Total Points						

**Jingle Project Student Checklist**

- ✓ I have looked over the lesson information and have no more questions for my teacher about the assignment.
- ✓ I have created an imaginary product, brand, or service of my own invention that has a product name and detailed description.
- ✓ I have created a short catchphrase or slogan to accompany my product.
- ✓ It matches the “vibe” of my product and tells consumers exactly what the product is all about. Keep it catchy and memorable!
- ✓ I have composed a melody to accompany my jingle’s catchphrase/slogan using a variety of sound sources (e.g. electronic sounds, instrument sounds, body percussion, found sounds).
- ✓ I have gotten feedback about my product, catchphrase/slogan, and melody from multiple people (e.g. family, friends, classmates) to ensure that the jingle matches the product.
- ✓ I can perform my jingle with 100% accuracy. (Are you sure? Can you perform your rhythms at least 5 times without making a mistake? Can you perform them to other people like your family without making a mistake? If not, KEEP PRACTICING until you can!)
- ✓ I have recorded and submitted my video.
- ✓ I have viewed AT LEAST 3 OTHER STUDENTS’ jingles and gave them appropriate and constructive feedback.



 <p>MUSIC</p>	<h2 style="text-align: center;">Indian Classical Music</h2> <h3 style="text-align: center;">8th Grade</h3> <p style="text-align: center;"><i><b>This lesson aims to introduce students to musical structures around the world to deepen their understanding on performance from different cultures.</b></i></p>
<b>Lesson Objective(s):</b>	<b>Student Friendly Standard Learning Statement(s):</b> I am learning to identify and describe how contextual awareness can influence <b>performance</b> .
<b>Arts Standard(s):</b>	<b>Artistic Process - Connecting</b> <b>Anchor Standard #11</b> - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. <ul style="list-style-type: none"> <li>(MU.CN.11.8b) - Identify and explain how context (e.g., social, cultural, historical) can inform a performance.</li> </ul>
<b>Essential Question(s):</b>	<i>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</i>
<b>Vocabulary:</b>	<b>Tabla</b> - North Indian hand drums consisting of a smaller, higher pitched drum and larger, lower-pitched drum <b>Taal</b> - Indian system of a rhythmic beat cycle <b>Kaida</b> - Longer composition that starts with a main theme followed by variations of the theme that ends with a Tihai <b>Tihai</b> - Ending of a short/long composition which repeats a certain phrase 3 times with equal time rests between each phrase
<b>Lesson Procedure:</b> <b>(35 - 40 mins)</b>	<ol style="list-style-type: none"> <li>Slide 1: Students will brainstorm their pre-existing knowledge about Indian music and culture on the board. (5 mins)</li> <li>Slide 2: Teacher will play the attached video and then demonstrate how to count "teentaal" (16 beats). Students will practice this counting method (5-10 mins) (Teacher can click <a href="#">here</a> to learn how to count "teentaal" for the students)</li> <li>Slide 3: Teacher will play the video and students will brainstorm some similar instruments to the tabla they have heard/learned about (5 mins)</li> <li>Slide 4: Teacher will play the clip and will connect it with a more familiar performance style. Students will generate similarities and differences that can be found between the tabla performance and a western-style performance (i.e., symphony orchestra) (8-10 mins)</li> <li>Slide 5: Students will discuss/reflect on what they enjoyed about the tabla and Indian Classical Music.</li> <li>Students will write one thing they learned from the lesson and will pass their paper on to a peer. (5-10 mins)</li> </ol>
<b>Assessments:</b>	<b>Checking for understanding:</b> The teacher will determine the understanding of the students during the reflection section. <b>End of Lesson:</b> The students will either discuss with their peers or have a group discussion with the teacher about what they enjoyed about Indian Classical Music and how it impacts their understanding of artistic ideas in a cultural context. They will also use the paper sharing activity described in step 5 of the Lesson Procedure section.

	Unit assessment (if applicable): N/A
<b>Related Standards/ Competencies:</b>	<b>Music 1st Grade:</b> Pr.4.b: With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., beat, melodic contour).
<b>Resources:</b>	<a href="#">Tabla Vocabulary</a> <a href="#">Lesson Slides</a>