



Arizona Arts Standards

General Music K-2

2015

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p>Creating (Cr) Conceiving and developing new artistic ideas and work.</p>	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3. <ol style="list-style-type: none"> a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. b. Musicians' presentation of creative work is the culmination of a process of creation and communication. 	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. <ol style="list-style-type: none"> a. How do musicians improve the quality of their creative work? b. When is creative work ready to share?
<p>Performing (Pr) Realizing artistic ideas and work through interpretation and presentation.</p>	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. b. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. c. Performers make interpretive decisions based on their understanding of context and expressive intent. 5. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 6. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. How do performers select repertoire? b. How does understanding the structure and context of musical works inform performance? c. How do performers interpret musical works? 5. How do musicians improve the quality of their performance? 6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p>Responding (Re) Understanding and evaluating how the arts convey meaning.</p>	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to artistic work. 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> 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. 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> a. How do individuals choose music to experience? b. How does understanding the structure and context of music inform a response? 8. How do we discern the musical creators' and performers' expressive intent? 9. How do we judge the quality of musical work(s) and performance(s)?
<p>Connecting (Cn) Relating artistic ideas and work with personal meaning and external context.</p>	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<ol style="list-style-type: none"> 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 11. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<ol style="list-style-type: none"> 10. How do musicians make meaningful connections to creating, performing, and responding? 11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

General Music – Kindergarten

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:K.Cr1.a	With appropriate guidance, explore , experience, and improvise musical concepts (e.g., beat, melodic contour).
	MU:K.Cr1.b	With appropriate guidance, explore musical features (e.g., movement, vocalizations , or instrumental accompaniments).
Cr2 Organize and develop artistic ideas and work	MU:K.Cr2.a	With appropriate guidance, demonstrate and choose favorite musical ideas (e.g., singing and playing instruments)
	MU:K.Cr2.b	With appropriate guidance , organize personal musical ideas using notation (e.g., iconic notation and/or recording technology).
Cr3 Refine and complete artistic work	MU:K.Cr3.a	With appropriate guidance , apply personal , peer, and teacher feedback in refining personal musical ideas .
	MU:K.Cr3.b	With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.
Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	MU:K.Pr4.a	With appropriate guidance, demonstrate and state personal interest in varied musical selections.
	MU:K.Pr4.b	With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.g., high/low, loud/soft, same/different, fast/slow).
	MU:K.Pr4.c	With appropriate guidance , read and perform rhythmic and melodic patterns using notation (e.g., iconic notation).
	MU:K.Pr4.d	With appropriate guidance, explore musical concepts (e.g., voice quality, movement, dynamics, tempo, melodic contour).
Pr5 Develop and refine artistic techniques and work for presentation	MU:K.Pr5.a	With appropriate guidance , apply personal , teacher, and peer feedback to refine performances (e.g., technique and stage presence)
	MU:K.Pr5.b	With appropriate guidance , use suggested strategies in rehearsal to improve expression in music.
Pr6 Convey meaning through the presentation of artistic work	MU:K.Pr6.a	With appropriate guidance, perform music with expression (e.g., tone, tempo).
	MU:K.Pr6.b	Perform appropriately for the audience and occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:K.Re7.a	With appropriate guidance , list personal musical interests.
	MU:K.Re7.b	With appropriate guidance, demonstrate musical concepts (e.g., beat, melodic direction).
Re8 Interpret intent and meaning in artistic work	MU:K.Re8.a	With appropriate guidance , identify expressive attributes that reflect creators'/performers' expressive intent (e.g., mood, emotion).
Re9 Apply criteria to evaluate artistic work	MU:K.Re9.a	With appropriate guidance , apply teacher-provided criteria to evaluate musical works and performances
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:K.Cn10.a	With appropriate guidance , express personal preferences in music.
	MU:K.Cn10.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).
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:K.Cn11.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).
	MU:K.Cn11.b	With appropriate guidance, explore how context (e.g., social, cultural, historical) can inform a performance .

General Music – Grade 1

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:1.Cr1.a	With appropriate guidance , improvise musical ideas (e.g., beat , meter , and rhythm).
	MU:1.Cr1.b	With appropriate guidance , generate musical ideas in multiple tonalities (e.g., major, minor, modal , and pentatonic) and meters (e.g., duple, triple, simple, and compound).
Cr2 Organize and develop artistic ideas and work	MU:1.Cr2.a	With appropriate guidance , demonstrate and discuss personal reasons for selecting musical ideas (e.g., expressive intent).
	MU:1.Cr2.b	With appropriate guidance use notation to document and organize personal or collective musical ideas .
Cr3 Refine and complete artistic work	MU:1.Cr3.a	With appropriate guidance , discuss and apply personal , peer, and teacher feedback to refine personal musical ideas .
	MU:1.Cr3.b	With appropriate guidance , present a final version of personal or collective musical ideas to peers or informal audience.
Performing (Pr)		
Pr4 Select , analyze , and interpret artistic work for performance	MU:1.Pr4.a	With appropriate guidance , demonstrate and state personal interest in varied musical selections (e.g., knowledge, purpose).
	MU:1.Pr4.b	With appropriate guidance , demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., beat and melodic contour).
	MU:1.Pr4.c	With appropriate guidance , read and perform rhythmic and melodic patterns using notation (e.g., traditional notation).
	MU:1.Pr4.d	Explore and describe musical concepts (e.g., voice quality, movement , dynamics , tempo , and melodic contour).
Pr5 Develop and refine artistic techniques and work for presentation	MU:1.Pr5.a	With appropriate guidance , apply personal , teacher, and peer feedback to refine performance .
	MU:1.Pr5.b	With appropriate guidance , use suggested strategies in rehearsal to address interpretive challenges of music.
Pr6 Convey meaning through the presentation of artistic work	MU:1.Pr6.a	With appropriate guidance , perform music with expression (e.g., dynamics).
	MU:1.Pr6.b	Perform appropriately for the audience and occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:1.Re7.a	With appropriate guidance , list personal musical interests.
	MU:1.Re7.b	With appropriate guidance , demonstrate musical concepts in various styles of music (e.g., beat , pitch).
Re8 Interpret intent and meaning in artistic work	MU:1.Re8.a	With appropriate guidance , identify expressive attributes that reflect creators'/performers' expressive intent (e.g., dynamics).
Re9 Apply criteria to evaluate artistic work	MU:1.Re9.a	With appropriate guidance , apply teacher-provided criteria to evaluate musical works and performances .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:1.Cn10.a	With appropriate guidance , express personal preferences in music.
	MU:1.Cn10.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).
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:1.Cn11.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).
	MU:1.Cn11.b	With appropriate guidance , explore how context (e.g., social , cultural , historical) can inform a performance .

General Music – Grade 2

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:2.Cr1.a	Improvise rhythmic and melodic patterns and musical ideas (e.g., beat, meter, rhythm).
	MU:2.Cr1.b	With appropriate guidance, generate musical ideas in multiple tonalities (e.g., major, minor, modal, pentatonic) and meters (e.g., duple, triple, simple, compound).
Cr2 Organize and develop artistic ideas and work	MU:2.Cr2.a	Demonstrate and explain personal reasons for selecting musical ideas (e.g., patterns, ideas).
	MU:2.Cr2.b	Use notation to document personal or collective musical ideas (e.g., sequencing).
Cr3 Refine and complete artistic work	MU:2.Cr3.a	Interpret and apply personal, peer, and teacher feedback to revise personal music.
	MU:2.Cr3.b	Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience
Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	MU:2.Pr4.a	With appropriate guidance, demonstrate and state personal interest in varied musical selections.
	MU:2.Pr4.b	Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., meter, tonality).
	MU:2.Pr4.c	Read and perform rhythmic and melodic patterns using notation.
	MU:2.Pr4.d	Demonstrate an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey expressive intent.
Pr5 Develop and refine artistic techniques and work for presentation	MU:2.Pr5.a	Apply personal, teacher, and peer feedback to refine performance.
	MU:2.Pr5.b	With an appropriate level of independence, use suggested strategies in rehearsal to address interpretive challenges of music.
Pr6 Convey meaning through the presentation of artistic work	MU:2.Pr6.a	Perform music with appropriate expression and technique (e.g., posture, tone, breath support).
	MU:2.Pr6.b	Perform appropriately for the audience and occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:2.Re7.a	List and explain personal musical interests.
	MU:2.Re7.b	Demonstrate and identify how specific musical concepts are used in various styles of music (e.g., meter, tonality).
Re8 Interpret intent and meaning in artistic work	MU:2.Re8.a	Demonstrate knowledge of expressive attributes, and how they support creators'/performers' expressive intent (e.g., tempo, dynamics, mood, emotion).
Re9 Apply criteria to evaluate artistic work	MU:2.Re9.a	Apply teacher-provided criteria to evaluate musical works and performances.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:2.Cn10.a	Express personal preferences in music.
	MU:2.Cn10.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).
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	MU:2.Cn11.a	Explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).
	MU:2.Cn11.b	Explore how context (e.g., social, cultural, historical) can inform performance.



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