



Arizona Arts Standards

General Music 3-5

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 – Grade 3

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:3.Cr1.a	Improvise rhythmic and melodic ideas (e.g., beat, meter, and rhythm).
	MU:3.Cr1.b	Generate musical ideas (e.g., rhythms and melodies) within specified tonality and/or meter.
Cr2 Organize and develop artistic ideas and work	MU:3.Cr2.a	Demonstrate selected musical ideas for a simple improvisation or composition.
	MU:3.Cr2.b	Use notation to document personal or collective rhythmic and melodic musical ideas (e.g., sequencing).
Cr3 Refine and complete artistic work	MU:3.Cr3.a	Apply teacher-provided and collaboratively developed criteria and feedback to evaluate and revise personal musical ideas.
	MU:3.Cr3.b	Present the final version of personally or collectively created music to others and explain their creative process.
Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	MU:3.Pr4.a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
	MU:3.Pr4.b	Demonstrate understanding of the form in music selected for performance.
	MU:3.Pr4.c	Read and perform rhythmic patterns and melodic phrases using notation.
	MU:3.Pr4.d	Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent).
Pr5 Develop and refine artistic techniques and work for presentation	MU:3.Pr5.a	Apply teacher-provided and collaboratively developed criteria and feedback to evaluate performance.
	MU:3.Pr5.b	With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.
Pr6 Convey meaning through the presentation of artistic work	MU:3.Pr6.a	Perform music with appropriate expression and technique (e.g., mallet placement).
	MU:3.Pr6.b	Demonstrate performance and audience decorum appropriate for the occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:3.Re7.a	Explain how music listening is influenced by personal interest, knowledge, purpose, and context.
	MU:3.Re7.b	Demonstrate and explain how musical concepts and contexts affect responses to music (e.g., personal and social).
Re8 Interpret intent and meaning in artistic work	MU:3.Re8.a	Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent.
Re9 Apply criteria to evaluate artistic work	MU:3.Re9.a	Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:3.Cn10.a	Identify pieces of music that are important to one's family
	MU:3.Cn10.b	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, and work songs).
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	MU:3.Cn11.a	Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
	MU:3.Cn11.b	Describe how context (e.g., social, cultural, and historical) can inform a performance.

General Music – Grade 4

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:4.Cr1.a	Improvise rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, and tonality).
	MU:4.Cr1.b	Generate musical ideas (e.g., rhythms, melodies, and simple accompaniment patterns) within related tonalities (e.g., major and minor) and meters.
Cr2 Organize and develop artistic ideas and work	MU:4.Cr2.a	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.
	MU:4.Cr2.b	Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g., chords).
Cr3 Refine and complete artistic work	MU:4.Cr3.a	Apply teacher-provided and collaboratively developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.
	MU:4.Cr3.b	Present the final version of personally or collectively created music to others and explain their creative process.
Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	MU:4.Pr4.a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
	MU:4.Pr4.b	Demonstrate understanding of the form in music selected for performance.
	MU:4.Pr4.c	Read and perform using notation (e.g., syncopation).
	MU:4.Pr4.d	Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent).
Pr5 Develop and refine artistic techniques and work for presentation	MU:4.Pr5.a	Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance.
	MU:4.Pr5.b	With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.
Pr6 Convey meaning through the presentation of artistic work	MU:4.Pr6.a	Perform music with appropriate expression, technique, and interpretation.
	MU:4.Pr6.b	Demonstrate performance and audience decorum appropriate for the occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:4.Re7.a	Explain how music listening is influenced by personal interest, knowledge, purpose, and context.
	MU:4.Re7.b	Demonstrate and explain how musical concepts and contexts affect responses to music.
Re8 Interpret intent and meaning in artistic work	MU:4.Re8.a	Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent.
Re9 Apply criteria to evaluate artistic work	MU:4.Re9.a	Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:4.Cn10.a	Identify pieces of music that are important to one's family or cultural heritage.
	MU:4.Cn10.b	Describe the roles and impact various musics play in one's life and the lives of others.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	MU:4.Cn11.a	Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
	MU:4.Cn11.b	Describe how context (e.g., social, cultural, and historical) can inform a performance.

General Music – Grade 5

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:5.Cr1.a	Improvise rhythmic , melodic, and harmonic ideas (e.g., beat , meter , rhythm , harmony , and tonality).
	MU:5.Cr1.b	Generate musical ideas (e.g., rhythms , melodies , and accompaniment patterns) within related tonalities, meters , and simple chord changes.
Cr2 Organize and develop artistic ideas and work	MU:5.Cr2.a	Demonstrate selected and developed musical ideas for improvisations , arrangements , or compositions .
	MU:5.Cr2.b	Use notation to document personal or collective rhythmic , melodic, and two- or three-chord harmonic musical ideas (e.g., chords).
Cr3 Refine and complete artistic work	MU:5.Cr3.a	Describe the rationale for revising the music based on evaluation criteria and feedback from their teacher.
	MU:5.Cr3.b	Present the final version of personally or collectively created music to others and explain their creative process.
Performing (Pr)		
Pr4 Select , analyze , and interpret artistic work for performance	MU:5.Pr4.a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context .
	MU:5.Pr4.b	Demonstrate understanding of the form in music selected for performance .
	MU:5.Pr4.c	Read and perform using notation (e.g., syncopation).
	MU:5.Pr4.d	Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent).
Pr5 Develop and refine artistic techniques and work for presentation	MU:5.Pr5.a	Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance .
	MU:5.Pr5.b	With an appropriate level of independence rehearse to refine technique, expression , and identified performance challenges.
Pr6 Convey meaning through the presentation of artistic work	MU:5.Pr6.a	Perform music with appropriate expression , technique, and interpretation .
	MU:5.Pr6.b	Demonstrate performance and audience decorum appropriate for the occasion.
Responding (Re)		
Re7 Perceive and analyze artistic work	MU:5.Re7.a	Explain how music listening is influenced by personal interest, knowledge, purpose , and context .
	MU:5.Re7.b	Demonstrate and explain how musical concepts and contexts affect responses to music.
Re8 Interpret intent and meaning in artistic work	MU:5.Re8.a	Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent .
Re9 Apply criteria to evaluate artistic work	MU:5.Re9.a	Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:5.Cn10.a	Explain why particular pieces of music are important to one's family or cultural heritage.
	MU:5.Cn10.b	Describe the roles and impact various musics play in one's life and the lives of others.
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:5.Cn11.a	Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
	MU:5.Cn11.b	Describe how context (e.g., social , cultural , and historical) can inform a performance .



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