

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 guidance, explore , experience, and improvise 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 guidance, explore musical features (e.g., movement, vocalizations , or instrumental accompaniments).	b. I am learning to explore musical _____ (teacher list feature in blank).
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
a. With appropriate guidance , 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 guidance , organize personal musical ideas using notation (e.g., iconic notation and/or recording technology).	b. I am learning how to notate musical ideas.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <ul 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. <p>3. Essential Question:</p> <ul style="list-style-type: none"> a. How do musicians improve the quality of their creative work? b. When is creative work ready to share? 	
a. With appropriate guidance , 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 guidance , 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 guidance, demonstrate 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 guidance, explore and demonstrate musical contrasts of music selected for performance (e.g., high/low, loud/soft, same/different, fast/slow).	b. I am learning how to explore and show musical contrast within performances.
c. With appropriate guidance , read and perform rhythmic and melodic patterns using notation (e.g., iconic notation).	c. I am learning how to read and perform music patterns using notation .
d. With appropriate guidance, explore musical concepts (e.g., voice quality, movement, dynamics, tempo, melodic contour).	d. I am learning how to explore musical concepts.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. With appropriate guidance , 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 expression in music.	b. I am learning how to make my musical expression better during rehearsal.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. With appropriate guidance , perform music	a. I am learning how to perform music with expression .

with expression (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 guidance , list personal musical interests.	a. I am learning how to identify and create a list of musical things I like.
b. With appropriate guidance, demonstrate musical concepts (e.g., beat, melodic direction).	b. I am learning how to perform a musical concept.

8. Anchor Standard: Interpret intent and meaning in artistic work.
8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
8. Essential Question: How can the same work of art communicate different messages to different people?

a. With appropriate guidance , identify expressive attributes that reflect creators'/performers' expressive intent (e.g., mood, emotion).	a1. I am learning how to recognize how expression is used in music. a2. I am learning how to recognize why composers and performers make specific music choices and what these choices mean.
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9. Anchor Standard: Apply **criteria** to artistic work.
9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established **criteria**.
9. Essential Question: How do we judge the quality of musical work(s) and **performance(s)**?

a. With appropriate guidance , apply teacher-provided criteria to evaluate musical works and performances .	a. I am learning how to use my teacher's criteria to evaluate musical works and performances .
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Connecting- Relating artistic ideas and work with personal meaning and external context.	
<p>10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.</p> <p>10. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>10. Essential Question: How do musicians make meaningful connections to creating, performing, and responding?</p>	
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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>11. Essential Question: 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 guidance, explore, experience, and improvise musical concepts (e.g., beat, melodic contour).	a. I am learning how to explore, 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 explore musical features.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
a. With appropriate guidance, demonstrate and choose favorite musical ideas (e.g., singing, playing instruments).	a. I am learning how to demonstrate and choose my favorite musical ideas.
b. With appropriate guidance, organize personal musical ideas using notation (e.g., iconic notation and/or recording technology).	b. I am learning how to organize my musical ideas using notation.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <ul 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. <p>3. Essential Question:</p> <ul style="list-style-type: none"> a. How do musicians improve the quality of their creative work? b. When is creative work ready to share? 	
a. With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	a. I am learning how to improve my musical ideas using feedback from my classmates and teachers.
b. With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.	b. I am learning how to present my final version of my musical ideas 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:

- 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 guidance, demonstrate 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 guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., beat, melodic contour).	b. I am learning how to show what I know about different musical concepts from different cultural music performances .
c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g., traditional notation).	c. I am learning how to read and perform music patterns using notation .
d. Explore and describe musical concepts (e.g., voice quality, movement dynamics, tempo , melodic contour).	d. I am learning to explore and describe musical concepts.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. With appropriate guidance , apply personal, teacher, and peer feedback to refine performance .	a. I am learning how to make my performance better using classmate's, teacher's, and my own opinion.
b. With appropriate guidance , 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 performance better.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. With appropriate guidance, perform music with expression (e.g., dynamics).	a. I am learning how to perform music with expression .
b. Perform appropriately for the audience and	b. I am learning how to perform 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 guidance , list personal musical interests.	a. I am learning how to identify and create a list of musical things I like.
b. With appropriate guidance , demonstrate musical concepts in various styles of music (e.g., beat, pitch).	b. I am learning how to perform a musical concept in a variety of musical styles.

8. Anchor Standard: Interpret intent and meaning in artistic work.

8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

8. Essential Question: How can the same work of art communicate different messages to different people?

a. With appropriate guidance , identify expressive attributes that reflect creators'/performers' expressive intent (e.g., dynamics).	a1. I am learning how to recognize how expression is used in music. a2. I am learning how to recognize why composers and performers use expressive qualities in music to convey meaning.
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9. Anchor Standard: Apply **criteria** to artistic work.

9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established **criteria**.

9. Essential Question: How do we judge the quality of musical work(s) and **performance(s)**?

a. With appropriate guidance , apply teacher-provided criteria to evaluate musical works and performances .	a. I am learning how to use my teacher's guidelines to evaluate musical works and performances .
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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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>11. Essential Question: 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 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. Improvise rhythmic and melodic patterns and musical ideas (e.g., beat, meter, rhythm).	a. I am learning to create my own music patterns and ideas.
b. With appropriate guidance , generate musical ideas in multiple tonalities (e.g., major, minor, modal, pentatonic) and meters (e.g., duple, triple, simple, compound).	b. I am learning to create musical ideas using multiple tonalities and meters .
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
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 notation to document personal or collective musical ideas (e.g., sequencing).	b. I am learning to notate musical ideas.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <p>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>3. Essential Question:</p> <p>a. How do musicians improve the quality of their creative work?</p> <p>b. When is creative work ready to share?</p>	
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 expression , to peers or informal audiences.	b. I am learning to present a final version of my music work showing expression 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:

- 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 guidance, demonstrate and state personal interest in varied musical selections.	a. I am learning how to show and explain why I like different musical selections.
b. Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., meter, tonality).	b. I am learning to show what I know about different musical concepts from different cultural music performances .
c. Read and perform rhythmic and melodic patterns using notation .	c. I am learning to read and perform music patterns using notation .
d. Demonstrate an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey expressive intent .	d. I am learning to explore and describe musical concepts.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. Apply personal, teacher, and peer feedback to refine performance .	a. I am learning to make my performance 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 performance better.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. Perform music with appropriate expression and technique (e.g., posture, tone, breath support).	a. I am learning to perform music with expression and technique.
b. Perform appropriately for the audience and	b. I am learning to perform appropriately for the audience and occasion.

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Responding- Understanding and evaluating how the arts convey meaning.

<p>7. Anchor Standard: Perceive and analyze artistic work.</p> <p>7. Enduring Understanding:</p> <ul 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. <p>7. Essential Question:</p> <ul 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? 	
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. Demonstrate and identify how specific musical concepts are used in various styles of music (e.g., meter, tonality).	b. I am learning how to identify and perform specific musical concepts in a variety of musical styles.
<p>8. Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>8. Essential Question: How can the same work of art communicate different messages to different people?</p>	
a. Demonstrate knowledge of expressive attributes, and how they support creators'/performers' expressive intent (e.g., tempo, dynamics , mood, emotion).	a. I am learning how to recognize how expression is used in music. I am learning how to recognize why I think composers and performers use expressive qualities in music to convey meaning.
<p>9. Anchor Standard: Apply criteria to artistic work.</p> <p>9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>9. Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>	
a. Apply teacher-provided criteria to evaluate musical works and performances .	a. I am learning to apply my teacher's criteria to evaluate musical works and performances .

Connecting- Relating artistic ideas and work with personal meaning and external context.	
<p>10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.</p> <p>10. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>10. Essential Question: How do musicians make meaningful connections to creating, performing, and responding?</p>	
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 explore how music is used throughout my day-to-day life.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>11. Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
a. 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. Explore how context (e.g., social, cultural, historical) can inform performance .	b. I am learning to explore how specific life events can impact a performance .

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. Improvise rhythmic and melodic ideas (e.g., beat, meter, rhythm)	a. I am learning to create my own musical ideas using different tempos , time signatures, melodies , and rhythms .
b. Generate musical ideas (e.g., rhythms, melodies) within specified tonality and/or meter .	b. I am learning to produce musical ideas in different scales and/or different meters .
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
a. Demonstrate selected musical ideas for a simple improvisation or composition .	a. I am learning to use a given musical idea within my own musical composition or improvisation .
b. Use notation to document personal or collective rhythmic and melodic musical ideas (e.g., sequencing).	b. I am learning to write my own compositions using a combination of rhythms and melodies .
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <p>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>3. Essential Question:</p> <p>a. How do musicians improve the quality of their creative work?</p> <p>b. When is creative work ready to share?</p>	
a. Apply teacher-provided and collaboratively- developed criteria to evaluate and revise personal musical ideas.	a. I am learning to edit my composition based on feedback from my teacher as well as self-evaluate my composition .
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 performing 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. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context .	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose and context .
b. Demonstrate 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 perform rhythmic patterns and melodic phrases using notation.	c. I am learning to say, sing/play rhythms and melodic phrases on various instruments or using my voice.
d. Demonstrate 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 composer would use them to portray an idea.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. Apply teacher-provided feedback and collaboratively-developed criteria and feedback to evaluate performance .	a. I am learning to work with my teacher and peers to use feedback from my teacher to improve my performance .
b. With an appropriate level of independence, rehearse to refine technique, expression , and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my performance .
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. Perform music with appropriate expression and technique (e.g., mallet placement).	a1. I am learning to use proper technique to perform music. a2. I am learning to perform with more musicality using proper expression .

b. Demonstrate performance and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both performing 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 context .	a. I am learning how my interest and preferences in music may influence my musical choices.
b. Demonstrate and explain how musical concepts and contexts 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.

8. Anchor Standard: Interpret **intent** and meaning in artistic work.
8. Enduring Understanding: Through their use of elements and **structures** of music, creators and performers provide clues to their **expressive intent**.
8. Essential Question: How can the same work of art communicate different messages to different people?

a. Demonstrate knowledge of expressive attributes , and how they support creators'/performers' expressive intent .	a. I am learning to explain how feelings and ideas can be expressed in music to show the composer or performers feelings.
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9. Anchor Standard: Apply criteria to artistic work.
9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
9. Essential Question: How do we judge the quality of musical work(s) and **performance(s)**?

a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances .	a. I am learning to use a rubric to make neutral statements about musical works and performances .
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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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>11. Essential Question: 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).	a1. I am learning about music and how it is used in other school subjects. a2. I am learning to explain why music is important to these subjects.
b. Describe how context (e.g., social, cultural, historical) can inform performance .	b. I am learning about how different backgrounds and circumstances can tell me more about a performance .

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. Improvise rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, tonality).	a. I am learning to create my own musical ideas using different tempos , time signatures, harmonies, melodies and rhythms .
b. Generate musical ideas (e.g., rhythms, melodies , simple accompaniment patterns) within related tonalities (e.g., major, minor) and meters .	b. I am learning to produce musical ideas in different modes, scales and/or different meters .
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition .	a. I am learning to use a given musical idea within my own musical composition, improvisation or arrangement .
b. Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g., chords).	b. I am learning to write my own compositions using a combination of rhythms, melodies and simple harmonies that I have used before.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <p>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>3. Essential Question:</p> <p>a. How do musicians improve the quality of their creative work?</p> <p>b. When is creative work ready to share?</p>	
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 composition 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 performing 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. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context .	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose and context .
b. Demonstrate 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 perform using notation (e.g., syncopation).	c. I am learning to say, sing/play complex rhythms and melodic phrases on various instruments or using my voice.
d. Demonstrate an understanding of musical concepts (e.g., physical, verbal, written responses) and how creators use them to convey expressive intent .	d. I am learning to explain different musical ideas and why a composer would use them to portray an idea. I am learning to apply these traits to my own performances .
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. Apply teacher-provided and collaboratively- developed criteria 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, expression , and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my performance .
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. Perform music with appropriate expression , technique, and interpretation .	a1. I am learning to use proper technique to perform music. a2. I am learning to make performance choices, based on what I believe the music is calling for.

	a3. I am learning to perform with more musicality using proper expression.
b. Demonstrate performance 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 context .	a. I am learning how my interest and previous experiences with music affect my choices in music.
b. Demonstrate 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.

8. Anchor Standard: Interpret intent and meaning in artistic work.
8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
8. Essential Question: How can the same work of art communicate different messages to different people?

a. Demonstrate and describe expressive attributes, and how they support creators'/performers' expressive intent .	a. I am learning to explain how feelings and ideas can be expressed in music to show the composer or performer's feelings.
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9. Anchor Standard: Apply criteria to artistic work.
9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
9. Essential Question: How do we judge the quality of musical work(s) and performance(s)?

a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances .	a. I am learning to use a rubric to make neutral statements about musical works and performances .
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Connecting- Relating artistic ideas and work with personal meaning and external context.	
<p>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?</p>	
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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11. Essential Question: 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 context (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 performance .

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. Improvise rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, tonality).	a. I am learning to create my own musical ideas using different tempos , time signatures, harmonies , melodies , and rhythms .
b. Generate musical ideas (e.g., rhythms , melodies , accompaniment patterns) within related tonalities , meters , and simple chord changes.	b. I am learning to produce musical ideas in different modes , scales , simple chord structures and/or different meters .
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
a. Demonstrate selected and developed musical ideas for improvisations , arrangements , or compositions .	a. I am learning to use a given musical idea within my own musical composition , improvisation , or arrangement .
b. Use notation 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 compositions using a combination of rhythms , melodies , and simple harmonies .
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <p>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>3. Essential Question:</p> <p>a. How do musicians improve the quality of their creative work?</p> <p>b. When is creative work ready to share?</p>	
a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from your teacher.	a. I am learning to explain my reasoning for the musical choices I made when editing my composition .
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 performing 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. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context .	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose and context.
b. Demonstrate 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 perform using notation (e.g., syncopations).	c. I am learning to say, sing/play complex rhythms and melodic phrases on various instruments or using my voice.
d. Demonstrate an understanding of musical concepts (e.g., physical, verbal, written responses) and how creators use them to convey expressive intent .	d. I am learning to explain different musical ideas and why a composer would use them to portray an idea to me.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. Apply teacher-provided and collaboratively- developed criteria and feedback to evaluate personal and ensemble performance .	a. I am learning to use feedback from my teacher to improve my performance .
b. With an appropriate level of independence, rehearse to refine technique, expression , and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my performance .
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. 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>
<p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>b. I am learning proper concert etiquette while both performing or being an audience member.</p>

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
<p>a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.</p>	<p>a. I am learning how my interest and previous experiences with music affect my choices in music.</p>
<p>b. Demonstrate and explain how musical concepts and contexts affect responses to music.</p>	<p>b. I am learning how various musical ideas and the circumstances music is used in can affect people's response.</p>

8. Anchor Standard: Interpret intent and meaning in artistic work.
8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
8. Essential Question: How can the same work of art communicate different messages to different people?

<p>a. Demonstrate and describe expressive attributes, and how they support creators'/performers' expressive intent.</p>	<p>a. I am learning to explain how feelings and ideas can be expressed in music to show the composer or performer's feelings.</p>
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9. Anchor Standard: Apply criteria to artistic work.
9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
9. Essential Question: 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 performances.</p>	<p>a. I am learning to use a rubric to make neutral statements about musical works and performances.</p>
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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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>11. Essential Question: 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 context (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 performance .

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. Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g., AB, ABA, rondo, theme and variations, etc.).	a. I am learning to improvise within a specific musical form.
b. Generate musical ideas (e.g., rhythms , melodies , accompaniment patterns) within related tonalities , meters , and simple chord changes within a specified form .	b. I am learning to create my musical ideas using tonalities , meters , and simple chordal changes within a specific musical form .
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
a. Demonstrate selected and developed ideas for improvisations , arrangements , or compositions (e.g., with defined beginning, middle, and ending).	a. I am learning to demonstrate my musical ideas for improvisations , arrangements , or compositions .
b. Use notation to document personal or collective rhythmic, melodic, and two- or three- chord harmonic musical ideas (e.g., chords).	b. I am learning to use notation to document my rhythmic, melodic, and two-or three- chord harmonic musical ideas.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <p>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>3. Essential Question:</p> <p>a. How do musicians improve the quality of their creative work?</p> <p>b. When is creative work ready to share?</p>	
a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from your teacher.	a. I am learning to describe the rationale "the why/reason" for revising my music based on evaluation criteria 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 criteria .	a. I am learning to select music to perform using my teacher's provided criteria (guidelines).
b. Demonstrate understanding of the form in music selected for performance .	b. I am learning to use form in music for a musical performance.
c. Read and perform using notation (e.g., syncopation).	c. I am learning to read and perform standard notation .
d. Explain how interpretation is connected to expressive intent (e.g., context).	d. I am learning to explain how music makes me feel based on expressive qualities.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance .	a. I am learning to use criteria and feedback to evaluate performances .
b. With an appropriate level of independence, rehearse to refine technique, expression , and identified performance challenges.	b. I am learning to rehearse to refine technique, expression , and identified performance challenges.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. Perform music with appropriate expression , technique, interpretation .	a. I am learning to perform music with appropriate expression , technique, interpretation .
b. Demonstrate performance and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both performing 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. Demonstrate 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>8. Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>8. Essential Question: How can the same work of art communicate different messages to different people?</p>	
a. Demonstrate and describe expressive attributes, and context, and how they support creators'/performers' expressive intent .	a. I am learning to demonstrate and describe how expressive qualities and context support the creators'/performers' expressive intent .
<p>9. Anchor Standard: Apply criteria to artistic work.</p> <p>9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>9. Essential Question: 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 performances .	a. I am learning to apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances .

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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>11. Essential Question: 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 performance .	b. I am learning to identify and describe how contextual awareness can influence a performance .

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. Improvise rhythmic, melodic, and harmonic phrases within a specified form (e.g., AB, ABA, rondo, theme and variations, etc.).	a. I am learning to improvise a specified form in music.
b. Generate coherent musical ideas (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, meters , and simple chord changes within a specified form .	b. I am learning to create my musical ideas within specific musical guidelines using tonalities, meter , chordal changes and form .
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Essential Question: How do musicians make creative decisions?</p>	
a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., with unity and variety).	a. I am learning to create improvisation, arrangements, and compositions from developed musical ideas.
b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	b. I am learning to use notation to create my musical phrases.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding:</p> <p>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>3. Essential Question:</p> <p>a. How do musicians improve the quality of their creative work?</p> <p>b. When is creative work ready to share?</p>	
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 teacher-provided criteria and explain reasons for choices.	a. I am learning to select and explain my selection of performance music based on my teacher provided criteria .
b. Demonstrate understanding of the form in music selected for performance .	b. I am learning to demonstrate how I understand form in music.
c. Read and perform using notation (e.g., syncopation).	c. I am learning to read and perform music using notation .
d. Explain how interpretation is connected to expressive intent in various music.	d. I am learning to explain how music makes me feel based on expressive qualities.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. Apply collaboratively-developed criteria and feedback to evaluate personal and ensemble performance .	a. I am learning to use criteria and feedback to evaluate performances .
b. With an appropriate level of independence, rehearse to refine technique, expression , and identified performance challenges.	b. I am learning to rehearse to refine technique, expression , and identified performance challenges.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. Perform music with appropriate expression , technique, and interpretation.	a. I am learning to perform music with appropriate expression , technique, interpretation.
b. Demonstrate performance and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both performing 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>8. Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>8. Essential Question: 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' expressive intent .	a. I am learning to demonstrate and describe how expressive qualities and context support the creators'/performers' expressive intent .
<p>9. Anchor Standard: Apply criteria to artistic work.</p> <p>9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>9. Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>	
a. Apply collaboratively-developed criteria to evaluate musical works and performances .	a. I am learning to apply collaboratively-developed criteria to evaluate musical works and performances .

Connecting- Relating artistic ideas and work with personal meaning and external context.	
<p>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?</p>	
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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11. Essential Question: 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. Improvise rhythmic, melodic, and harmonic ideas within expanded forms (e.g., introductions, transitions, codas, etc.).	a. I am learning to improvise expanded form in music.
b. Generate coherent musical ideas (e.g., rhythms, melodies , accompaniment patterns) within related tonalities, meters , and simple chord changes within a specified form .	b. I am learning to create my musical ideas within specific musical guidelines using tonalities, meter , chordal changes and form .
2. Anchor Standard: Organize and develop artistic ideas and work.	
2. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.	
2. Essential Question: How do musicians make creative decisions?	
a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., vocal, variety, balance, tension/release).	a. I am learning to create improvisation, arrangements, and compositions from developed musical ideas.
b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences .	b. I am learning to use notation to create my musical phrases.
3. Anchor Standard: Refine and complete artistic work.	
3. Enduring Understanding:	
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.	
3. Essential Question:	
a. How do musicians improve the quality of their creative work?	
b. When is creative work ready to share?	
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 form in music selected for performance .	b. I am learning to compare and contrast form in music.
c. Read and perform using notation (e.g., syncopation).	c. I am learning to read and perform music using notation .
d. Explain how interpretation is connected to expressive intent in various music.	d. I am learning to explain how music makes me feel based on expressive qualities .
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: 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>5. Essential Question: How do musicians improve the quality of their performance?</p>	
a. Apply personally and/or collaboratively-developed criteria and feedback to evaluate personal and ensemble performance .	a. I am learning to use criteria and feedback to evaluate performances .
b. With an appropriate level of independence, rehearse to refine technique, expression , and identified performance challenges.	b. I am learning to rehearse for refinement of technique, expression , and identified performance challenges.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: 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>6. Essential Question: 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. Perform music with appropriate expression , technique, and interpretation .	a. I am learning to perform music with appropriate expression , technique, interpretation .
b. Demonstrate performance and audience	b. I am learning proper concert etiquette while both performing 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.

8. Anchor Standard: Interpret intent and meaning in artistic work.
8. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
8. Essential Question: How can the same work of art communicate different messages to different people?

a. Classify and describe expressive attributes and context, and how they support creators'/performers' expressive intent .	a. I am learning to demonstrate and describe how expressive qualities and context support the creators'/performers' expressive intent .
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9. Anchor Standard: Apply criteria to artistic work.
9. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
9. Essential Question: How do we judge the quality of musical work(s) and performance(s)?

a. Apply personally and/or collaboratively-developed criteria to evaluate musical works and performances .	a. I am learning to apply personally and/or collaboratively-developed criteria to evaluate musical works and performances .
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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>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>11. Essential Question: 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 .