Arkansas Fine Arts

General Music: Grades 3-5

Creating

Students will generate and conceptualize artistic ideas and work.

1 I can improvise through collaboration to arrange rhythmic and melodic ideas. C

2 I can create musical ideas within given guidelines. C

3 I can improvise rhythmic, melodic, and harmonic ideas. D

4 I can use ostinato to arrange rhythmic and melodic ideas. D

Students will organize and develop artistic ideas and work.

1 I can create short melodic patterns with ideas I've explored. C

2 I can name the lines and spaces of the treble clef. C

3 I can identify repeat signs, bar lines, dynamic levels, dotted half notes, whole notes and whole rests. C

4 I can create a phrase with ideas I've explored using musical expression. D

5 I can identify four sixteenth notes and triplets and compose using a variety of rhythmic patterns. D

6 I can distinguish between the treble and bass clef. D

Students will refine and complete artistic work.

1 I can improve my musical ideas based on feedback. C

2 I can create and share a composition based on personal musical ideas. C

3 I can revise my musical work based on teacher and peer feedback. D

4 I can share a personal composition using the correct sequence. D

Performing

Students will analyze, interpret, and select artistic work for presentation.

1 I can identify musical instruments by sight and sound. C

2 I can recognize forms. C

3 I can explain to others the context of the music I choose. C

4 I can hear differences in musical texture. D

5 I can recognize more complex forms. D

6 I can select music to perform based on personal influence and technical skill. D

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:udents will develop and refine artistic techniques and work for presentation.

1 I can sing and play a variety of music with expression with guidance. C

2 I can identify music symbols. C

3 I can sing and play a variety of music with expression independently. D

4 I can use music symbols and terms in preparing for a performance. D

Students will convey meaning through the presentation of artistic work.

1 I can identify simple conducting patterns. C

2 I can demonstrate with guidance appropriate stage and listening skills in rehearsal, as an audience member, or as a performer. C

3 I can respond to simple conducting patterns. D

4 I can demonstrate with guidance appropriate performance standards in rehearsal or on stage. D

Responding

Students will perceive and analyze artistic work.

1 I can choose music based on specific musical ideas. C

2 I can explore how a musical idea supports different styles of music. C

3 I can choose music for listening based on experience and context. D

4 I can tell why I respond to music based on specific musical ideas. D

Students will interpret intent and meaning in artistic work.

1 I can explain the creator's expressive choices using musical terms. C

2 I can describe how personal interpretations and the performer's interpretations reflect expressive intent. D

Students will apply criteria to evaluate artistic work.

1 I can use guidelines to evaluate musical works and performances and describe why the music sounds the way it does. C

2 I can use a teacher-provided rubric to evaluate musical works or performances. D

Connecting

Students will synthesize and relate knowledge and personal experiences to make art.

1 I can discuss the manner in which other people's experiences inspire musical works. C

2 I can discuss the manner in which my experiences influence my interpretation of the work of others. D

Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1 I can identify connections between art forms and subjects. C

I can experience different cultures through listening, singing, moving, and playing. C

I can share stories of people who work in the field of music. C

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4 I can identify multiple connections between art forms and subjects. D

5 I can experience different periods of history through listening, singing, moving, and playing. D

6 I can identify career opportunities in music. D