Maryland Fine Arts

Music: Grades 3-5

Creating CR.3-5

1 Generate and conceptualize artistic ideas and work. CR.3-5.1

e Expectations CR.3-5.1.E

1 With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available. CR.3-5.1.E.1

2 Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available. CR.3-5.1.E.2

2 Organize and develop artistic ideas and work. CR.3-5.2

i Indicators CR.3-5.1.I

1 Select, present, explain, and document musical choices with connections to purpose and context. CR.3-5.1.I.1

e Expectations CR.3-5.1.E

1 With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document personal musical ideas. Clearly communicate creative choices. CR.3-5.1.E.1

3 Refine and complete artistic work. CR.3-5.3

i Indicators CR.3-5.3.I

1 Apply given criteria to evaluate and summarize refinements to personal musical ideas. CR.3-5.3.I.1

2 Present a classroom version of personal musical ideas and summarize connections to artistic purpose. CR.3-5.3.I.2

e Expectations CR.3-5.3.E

1 Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions. CR.3-5.3.E.1

2 Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available. CR.3-5.3.E.2

Indicators CR.3-5.1.I

i **Indicators** CR.3-5.1.I

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:onceptualize and generate musical ideas for an artistic purpose and context, ısing appropriate technology as available. CR.3-5.1.I.1

and context, using appropriate technology as available. CR.3-5.1.I.1

Presenting PR.3-5

4 Analyze, interpret, and select artistic work for presentation. PR.3-5.4

i Indicators PR.3-5.4.I

1 Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill. PR.3-5.4.I.1

2 Describe and analyze how context (historical, cultural, social, and personal) informs performance. PR.3-5.4.I.2

3 Demonstrate and explain how intent is conveyed through artistic qualities. PR.3-5.4.I.3

4 Read and perform from iconic and/or standard notation. PR.3-5.4.I.4

e Expectations PR.3-5.4.E

1 With teacher guidance, select a piece of music to read, analyze, and perform with attention to context and creative intent. Justify and support performance decisions. PR.3-5.4.E.1

2 Demonstrate an understanding of musical contexts when describing choices of music selected for performance. PR.3-5.4.E.2

3 Demonstrate and explain artistic qualities when performing musical ideas. PR.3-5.4.E.3

4 Read iconic and/or standard notation in performance of musical ideas. PR.3-5.4.E.4

5 Develop and refine artistic work for presentation. PR.3-5.5

i Indicators PR.3-5.5.I

1 Identify and apply appropriate feedback to rehearse and refine performance. PR.3-5.5.I.1

e Expectations PR.3-5.5.E

1 With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to improve performance quality, technical accuracy and artistic purpose. PR.3-5.5.E.1

2 Apply feedback to improve and refine music in rehearsal. PR.3-5.5.E.2

6 Convey meaning through the presentation of artistic work. PR.3-5.6

i Indicators PR.3-5.6.I

1 Communicate purpose through music performance, paying attention to accuracy and interpretation. PR.3-5.6.I.1

2 Perform appropriately for audience and purpose. PR.3-5.6.I.2

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e Expectations PR.3-5.6.E

1 Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy. PR.3-5.6.E.1

2 Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context. PR.3-5.6.E.2

3 Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen. PR.3-5.6.E.3

Responding RE.3-5

7 Perceive and analyze artistic work. RE.3-5.7

i Indicators RE.3-5.7.I

1 Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice. RE.3-5.7.I.1

2 Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical). RE.3-5.7.I.2

e Expectations RE.3-5.7.E

1 Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice. RE.3-5.7.E.1

2 With limited guidance, communicate clearly the importance of structure, musical elements, and context. RE.3-5.7.E.2

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8 Interpret intent and meaning in artistic work. RE.3-5.8

i Indicators RE.3-5.8.I

1 Summarize and explain how artistic qualities are used in musicians' interpretations. RE.3-5.8.I.1

e Expectations RE.3-5.8.E

1 When listening to music, communicate clearly how the use of musical elements and performance choices might create the intended effect. RE.3-5.8.E.1

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9 Apply criteria to evaluate artistic work. RE.3-5.9

i Indicators RE.3-5.9.I

1 Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary. RE.3-5.9.I.1

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e Expectations RE.3-5.9.E

1 Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary. RE.3-5.9.E.1

2 Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music. RE.3-5.9.E.2

3 Compare and document musical elements from two or more contrasting selections of music. RE.3-5.9.E.3

Connecting CN.3-5

10 Synthesize and relate knowledge and personal experiences to make art. CN.3-5.10

i Indicators CN.3-5.10.I

1 Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music. CN.3-5.10.I.1

e Expectations CN.3-5.10.E

1 Identify personal and cultural influences as well as creative preferences in creating, performing, and responding to music. CN.3-5.10.E.1

2 Identify and document the benefits of, and opportunities for, making music both inside and outside of school and/or music class, including afterschool programs and extracurricular opportunities. CN.3-5.10.E.2

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11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. CN.3-5.11

i Indicators CN.3-5.11.I

1. Describe and justify how music is a form of personal communication and expression. CN.3-5.11.I.1
2. Describe and explain factors that impact the role of music in the lives of people. CN.3-5.11.I.2
3. Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines. CN.3-5.11.I.3

e Expectations CN.3-5.11.E

1. With limited guidance, connect music to personal experience through creating, performing, or responding to music. CN.3-5.11.E.1
2. With limited guidance, connect music to other people's personal experiences when creating, performing, or responding to music. CN.3-5.11.E.2
3. With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music. CN.3-5.11.E.3
4. Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society. CN.3-5.11.E.4