

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

Conceptualize and generate musical ideas for an artistic purpose

- 1 Conceptualize and generate musical ideas for an artistic purpose and context, using 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
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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
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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

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**
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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**

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**
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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**

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**