Maryland Fine Arts

Music: Grades PK-2

Creating

Anchor Standard 1 **Generate and conceptualize artistic ideas and work.**

Indicator

1 Generate musical ideas for an artistic purpose, using appropriate technology as available I:P-2:1

Expectations

1 With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available. E:P-2:1

2 Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available. E:P-2:2

Anchor Standard 2 **Organize and develop artistic ideas and work.** 2

Indicator

1 Select, discuss, and document musical ideas. I:P-2:1

Expectations

1 With teacher guidance, use standard and/or iconic notation or recording technology to create and document personal musical ideas E:P-2:1

Anchor Standard 3 **Refine and complete artistic work.** 3

Indicator

1 Apply feedback to develop and refine personal musical ideas. I:P-2:1

2 Present a classroom version of personal musical ideas demonstrating artistic purpose. I:P-2:2

Expectations

1 Refine personal musical ideas in response to feedback. E:P-2:1

2 Present a classroom version, incorporating refinements, and demonstrate artistic purpose, using appropriate technology as available E:P-2:2

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Pr… …hor Standard 4 **Analyze, interpret, and select artistic work for presentation.** 4

Indicator

1 Describe personal preferences when making musical selections from a variety of contexts. I:P-2:1

2 Make appropriate performance choices according to context. I:P-2:2

3 Demonstrate artistic qualities in performing musical ideas. I:P-2:3

4 Read and perform from iconic or standard notation. I:P-2:4

Expectations

1 With teacher guidance, select a piece of musicto read and perform, considering creative intent. E:P-2:1

2 Demonstrate knowledge of musical contexts when describing choices of music selected for performance. E:P-2:2

3 Demonstrate awareness of artistic qualities when performing musical ideas. E:P-2:3

4 Read iconic or standard notation in preparing for performance. E:P-2:4

Anchor Standard 5 **Develop and refine artistic work for presentation.** 5

Indicator

1 Apply feedback to rehearse and refine performance. I:P-2:1

Expectations

1 With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to address performance suggestions. E:P-2:1

2 Apply feedback to improve and refine music in rehearsal. E:P-2:2

Anchor Standard 6 **Convey meaning through the presentation of artistic work.** 6

Indicator

1 Communicate purpose through music performance. I:P-2:1

2 Perform appropriately for audience and purpose. I:P-2:2

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Expectations

1 Perform varied examples of music with artistic purpose. E:P-2:1

2 Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context E:P-2:2

3 Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen. E:P-2:3

Responding

Anchor Standard 7 Perceive and analyze artistic work. 7

Indicator

1 Select music and describe how personal interests and experiences influence musical choice. I:P-2:1

Expectations

1 When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose. E:P-2:1

2 In response to teacher prompts, describe the use of musical elements and contexts. E:P-2:2

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

Indicator

1 Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent. I:P-2:1

Expectations

1 When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent. E:P-2:1

Anchor Standard 9 Anchor Standard 9 - Apply criteria to evaluate artistic work. 9

Indicator

1 Apply personal and artistic preferences when evaluating music, using appropriate musical vocabulary. I:P-2:1

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Expectations

1 Clearly communicate preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary. E:P-2:1

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

3 Compare musical elements from two or more contrasting selections of music. E:P-2:3

Connecting

Anchor Standard 10 **Synthesize and relate knowledge and personal experiences to make art.** 10

Indicator

1 Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music I:P-2:1

Expectations

1 Identify personal and creative preferences in creating, performing, and responding to music. E:P-2:1

2 Identify and document ways to make music outside of school and/or music class, including after-school programs and extracurricular opportunities. E:P-2:2

Anchor Standard 11 **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** 11

Indicator

1 Describe how music can be a part of personal daily life experiences. I:P-2:1

2 Describe the role of music in other people's daily lives. I:P-2:2

3 Describe the relationships of music to other arts subjects in school. I:P-2:3

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Expectations

1. With teacher guidance, connect music to personal experience through creating, performing, or responding to music. E:P-2:1
2. With teacher guidance, connect music to other people's personal experiences when creating, performing, or responding to music. E:P-2:2
3. With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music. E:P-2:3
4. Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places. E:P-2:4