

National Core Arts Standards: Music

PRE-KINDERGARTEN: Anchor and Performance Standards

Domain	CREATE			PRESENT		
Anchor	1: generate and conceptualize artistic ideas and work.	2: organize and develop artistic ideas and work.	3: refine and complete artistic work.	4: analyze, interpret, and select artistic work for presentation.	5: develop and refine artistic work for presentation.	6: convey meaning through the presentation of artistic work.
Performance	<p>PK.Cr.1.1 With substantial guidance, explore and experience a variety of music.</p>	<p>PK.Cr.2.1 a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</p> <p>PK.Cr.2.1b With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p>	<p>PK.Cr.3.1 With substantial guidance, consider personal, peer and teacher feedback when demonstrating and refining personal musical ideas.</p> <p>PK.Cr.3.2 With substantial guidance, share revised personal musical ideas with peers.</p>	<p>PK.Pr.4.1 With substantial guidance, demonstrate and state preference for varied musical selections.</p> <p>PK.Pr.4.2 With substantial guidance, explore and demonstrate awareness of musical contrasts.</p> <p>PK.Pr.4.3 With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics and tempo.)</p>	<p>PK.Pr.5.1a With substantial guidance, practice and demonstrate what they like about their own performance.</p> <p>PK.Pr.5.1b With substantial guidance, apply personal, peer and teacher feedback to refine performances.</p>	<p>PK.Pr.6.1 i With substantial guidance, perform music with expression.</p>
Domain	RESPOND			CONNECT		
Anchor	7: perceive and analyze artistic work.	8: interpret intent and meaning in artistic work.	9: apply criteria to evaluate artistic work.	10: synthesize and relate knowledge and personal experiences to make art.	11: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Performance	<p>PK.Re.7.1a With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</p> <p>PK.Re.7.2a With substantial guidance, explore musical contrasts in music.</p>	<p>PK.Re.8.1 With substantial guidance, explore music's expressive qualities (such as dynamics and tempo.)</p>	<p>PK.Re.9.1 With substantial guidance, talk about personal and expressive preferences in music.</p>	<p>PK.Cn.10.0 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>See also: Cr3.2 Pr4.1 Pr4.3</p>	<p>PK.Cn.11.0 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>See also: Pr4.2 Re7.2 Re9.1</p>	

National Core Arts Standards: Music

KINDERGARTEN: Anchor and Performance Standards

Domain	CREATE			PRESENT		
Anchor	1: generate and conceptualize artistic ideas and work.	2: organize and develop artistic ideas and work.	3: refine and complete artistic work.	4: analyze, interpret, and select artistic work for presentation.	5: develop and refine artistic work for presentation.	6: convey meaning through the presentation of artistic work.
Performance	K.Cr.1.1a With guidance, explore and experience music concepts (such as beat and melodic contour).	K.Cr.2.1a With guidance, demonstrate and choose favorite musical ideas.	K.Cr.3.1 With guidance, apply personal, peer and teacher feedback in refining personal musical ideas.	K.Pr.4.1 With guidance, demonstrate and state personal interest in varied musical selections.	K.Pr.5.1a With guidance, apply personal, teacher, and peer feedback to refine performances.	K.Pr.6.1a With guidance, perform music with expression.
	K.Cr.1.1b With guidance, generate musical ideas (such as movements or motives).	K.Cr.2.2b With guidance, organize personal musical ideas using iconic notation and/or recording technology.	K.Cr.3.2 With guidance, demonstrate a final version of personal musical ideas to peers.	K.Pr.4.2 With guidance, explore and demonstrate awareness of music contrasts (high/low, loud/soft, same/different) in a variety of music selected for performance. K.Pr.4.3 With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	K.Pr.5.1b With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	K.Pr.6.1b Perform appropriately for the audience.
Domain	RESPOND			CONNECT		
Anchor	7: perceive and analyze artistic work.	8: interpret intent and meaning in artistic work.	9: apply criteria to evaluate artistic work.	10: synthesize and relate knowledge and personal experiences to make art.	11: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Performance	K.Re.7.1a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	K.Re.8.1 With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	K.Re.9.1 With guidance, apply personal and expressive preferences in the evaluation of music.	K.Cn.10.0 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. See also: Cr3.2 Pr4.1 Pr4.3	K.Cn.11.0 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. See also: Pr4.2 Re7.2 Re9.1	

National Core Arts Standards: Visual Arts

1st GRADE: Anchor and Performance Standards

		CREATE			PRESENT	
Anchor	1: generate and conceptualize artistic ideas and work.	2: organize and develop artistic ideas and work.	3: refine and complete artistic work.	4: analyze, interpret, and select artistic work for presentation.	5: develop and refine artistic work for presentation.	6: convey meaning through the presentation of artistic work.
Performance	Cr.1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	Cr.2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	Cr.3.1.1a With limited guidance, discuss and apply personal, peer and teacher feedback to refine personal musical ideas.	Pr.4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	Pr.5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.	Pr.6.1.1a With limited guidance, perform music for a specific purpose with expression.
			Cr. 3.2.1a With limited guidance, convey expressive intent for specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Pr.4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.		
	Cr.1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	Cr.2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.		Pr.4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	Pr.4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	Pr.5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Domain	RESPOND			CONNECT	
Anchor	7: perceive and analyze artistic work.	8: interpret intent and meaning in artistic work.	9: apply criteria to evaluate artistic work.	10: synthesize and relate knowledge and personal experiences to make art.	11: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Performance	<p>Re.7.1.1a With limited guidance, identify and demonstrate how personal interests and experience influence musical selection for specific purposes.</p>	<p>Re.8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>	<p>Re.9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>Cn.10.0 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>See also: Cr2.1.1a Cr3.2.1a Pr4.3.1a Re7.1.1a</p>	<p>Cn.11.0 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>See also: Cr1.1.1a Pr4.2.1a Pr6.1.1a Re7.2.1a Re9.1.1a</p>
	<p>Re.7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p>				

National Core Arts Standards: Music

2nd GRADE: Anchor and Performance Standards

Domain	CREATE			PRESENT		
Anchor	1: generate and conceptualize artistic ideas and work.	2: organize and develop artistic ideas and work.	3: refine and complete artistic work.	4: analyze, interpret, and select artistic work for presentation.	5: develop and refine artistic work for presentation.	6: convey meaning through the presentation of artistic work.
Performance	Cr.1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	Cr.2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	Cr.3.1.2a Interpret and apply personal, peer and teacher feedback to revise personal music.	Pr.4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Pr.5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	Pr.6.1.2a Perform music for a specific purpose with expression and technical accuracy.
	Cr.1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	Cr.2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.		
				Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	Pr6.1.2b Perform appropriately for the audience and purpose.
				Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.		

Domain	RESPOND			CONNECT	
Anchor	7: perceive and analyze artistic work.	8: interpret intent and meaning in artistic work.	9: apply criteria to evaluate artistic work.	10: synthesize and relate knowledge and personal experiences to make art.	11: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Performance	<p>Re.7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>Re.8.1.2a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>Re.9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>Cn.10.1.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Cn.11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
<p>Re.7.2.2a Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>See also: Cr2.1 Cr3.2 Pr4.3 Re7.1</p>			<p>See also: Cr1.1 Pr4.2 Pr6.1 Re7.2 Re9.1</p>	

National Core Arts Standards: Music

3rd GRADE: Anchor and Performance Standards

Domain	CREATE			PRESENT		
Anchor	1: generate and conceptualize artistic ideas and work.	2: organize and develop artistic ideas and work.	3: refine and complete artistic work.	4: analyze, interpret, and select artistic work for presentation.	5: develop and refine artistic work for presentation.	6: convey meaning through the presentation of artistic work.
Performance	Cr.1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	Cr.2.1 .3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.	Cr.3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.	Pr.4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context.	Pr.5.1.3a Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.	Pr.6.1.3a Perform music with expression and technical accuracy.
	Cr.1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	Cr.2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.	Pr4.2.3a Demonstrate understanding of the structure in music selected for performance. Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. Pr4.2.3c Describe how context (such as personal and social) can inform a performance. Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo)	Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Domain	RESPOND			CONNECT	
Anchor	7: perceive and analyze artistic work.	8: interpret intent and meaning in artistic work.	9: apply criteria to evaluate artistic work.	10: synthesize and relate knowledge and personal experiences to make art.	11: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Performance	<p>Re.7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p>	<p>Re.8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p>	<p>Re.9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</p>	<p>Cn.10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music.</p> <p>See also: Cr2.1 Cr3.2 Pr4.1 Pr4.3 Re7.1</p>	<p>Cn.11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>See also: Cr1.1 Pr4.2 Pr6.1 Re7.2 Re7.2 Re9.1</p>
<p>Re.7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p>					

National Core Arts Standards: Visual Arts

4th GRADE: Anchor and Performance Standards

Domain	CREATE			PRESENT		
Anchor	1: generate and conceptualize artistic ideas and work.	2: organize and develop artistic ideas and work.	3: refine and complete artistic work.	4: analyze, interpret, and select artistic work for presentation.	5: develop and refine artistic work for presentation.	6: convey meaning through the presentation of artistic work.
Performance	Cr.1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	Cr.2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	Cr.3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.	Pr.4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Pr.5.1.4a Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	Pr.6.1.4a Perform music, alone and with others, with expression and technical accuracy, and appropriate interpretation.
	Cr.1.1.4b Generate musical ideas (such as simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	Cr.2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.	Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation. Pr4.2.4c Explain how context (such as social and cultural) informs a performance. Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Domain	RESPOND			CONNECT	
Anchor	7: perceive and analyze artistic work.	8: interpret intent and meaning in artistic work.	9: apply criteria to evaluate artistic work.	10: synthesize and relate knowledge and personal experiences to make art.	11: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Performance	<p>Re.7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Re.8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics and tempo) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Re.9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>	<p>Cn.10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>See also: Cr2.1 Cr3.2 Pr4.1 Pr4.3 Re7.1</p>	<p>Cn.11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>See also: Cr1.1 Pr4.2 Pr6.1 Re7.2 Re9.1</p>
<p>Re.7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>					

National Core Arts Standards: Music

5th GRADE: Anchor and Performance Standards

Domain	CREATE			PRESENT		
Anchor	1: generate and conceptualize artistic ideas and work.	2: organize and develop artistic ideas and work.	3: refine and complete artistic work.	4: analyze, interpret, and select artistic work for presentation.	5: develop and refine artistic work for presentation.	6: convey meaning through the presentation of artistic work.
Performance	Cr.1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural and historical).	Cr.2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	Cr.3.15.a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.	Pr.4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	Pr.5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	Pr.6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
	Cr.1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters and simple chord changes.	Cr.2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form and harmony) in music selected for performance. Pr4.2.5b When analyzing selected music, read and perform using standard notation. Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances. Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre and articulation/style).	Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvements over time.	Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre and style.

Domain	RESPOND			CONNECT	
Anchor	7: perceive and analyze artistic work.	8: interpret intent and meaning in artistic work.	9: apply criteria to evaluate artistic work.	10: synthesize and relate knowledge and personal experiences to make art.	11: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Performance	<p>Re.7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>Re.7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural and historical).</p>	<p>Re.8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Re.9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p>	<p>Cn.10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>See also: Cr2.1 Cr3.2 Pr4.1 Pr4.3 Re7.1</p>	<p>Cn.11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>See also: Cr1.1.5a Pr4.2.5c Pr6.1.5b Re7.2.5a Re9.1.5a</p>

