General Music K-8

Fine Arts
Curriculum Framework

Revised 2014

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.

2. SLEs may be taught in any sequence.

3. Italicized words in this document appear in the glossary.

4. All items in a bulleted list are required to be taught.

5. The examples given (e.g.,) are suggestions to guide the instructor.

6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

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Strand: Creating
Content Standard 1: Students will generate and conceptualize artistic ideas and work.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
Imagine	CR.1.K.1 *Improvise* short melodic and rhythmic patterns	CR.1.1.1 *Improvise* simple melodic and rhythmic patterns (e.g., pentatonic scale, four beat patterns, chants)	CR.1.2.1 *Improvise* melodic and rhythmic patterns (e.g., ostinati)	CR.1.3.1 *Improvise* more complex melodic and rhythmic patterns (e.g., *call and response*)	CR.1.4.1 *Improvise* increasingly complex melodic and rhythmic patterns (e.g., *question and answer*)	

Key: CR.1.K.1 = Creating.Content Standard 1. Kindergarten.1st Student Learning Expectation

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

			THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment

	CR.1.K.2
	Experiment vocally and instrumentally, using a variety of simple songs alone and with others, with *expressive elements* and *elements of music*
	• fast, slow
	• high pitch, low pitch
	• loud, soft
	• steady beat
		CR.1.1.2
		Experiment vocally and instrumentally, using a variety of simple songs alone and with others, with *expressive elements* and *elements of music*
		• *cumulative songs*
		• duple meter, triple meter
		• *dynamic* levels
		  o forte (f)
		  o piano (p)
		• fast, slow
		• melodic patterns (e.g., sol-mi/5-3, sol-mi-la/5-3-6)
		• quarter note, quarter rest, paired eighth note
		• single-verse musical selection
		• steady beat
			CR.1.2.2
			Experiment vocally and instrumentally, using a variety of simple songs alone and with others, with *expressive elements* and *elements of music*
			• *call and response*
			• duple meter, triple meter
			• *dynamic* levels
			• fast, slow
			  o forte (f)
			  o piano (p)
			• half note, half rest
			• more complex melodic patterns (e.g., sol-mi-la-do/5-3-6-1, steps, skips, repeating tones)
			• multi-verse musical selection
			• steady beat
				CR.1.3.2
				Experiment vocally and instrumentally, using a variety of simple songs alone and with others, with *expressive elements* and *elements of music*
				• change in *dynamic* levels
				  o crescendo
				  o decrescendo
				• dotted half note
				• duple meter and triple meter
				• more complex melodic patterns (e.g., pentatonic scale, steps, skips, leaps, repeating tones)
				• multi-verse musical selection
				• rounds
				• steady beat
				• variety of tempi (e.g., allegro, adagio)
					CR.1.4.2
					Experiment vocally and instrumentally, using a variety of simple songs alone and with others, with *expressive elements* and *elements of music*
					• duple meter, triple meter
					• more complex melodic patterns (e.g., pentatonic, minor scales)
					• multi-verse musical selection
					• *partner songs*
					• steady beat
					• variety of *dynamic* levels (e.g., mezzo piano [mp], mezzo forte [mf], pianissimo [pp], fortissimo [ff])
					• variety of tempi changes (e.g., accelerando)
					• whole notes, whole rests, four sixteenth notes, triplets
						CCRA.SL.1, 6

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Key: CR.1.K.2 = Creating.Content Standard 1. Kindergarten.2nd Student Learning Expectation

Strand: Creating
Content Standard 2: Students will organize and develop artistic ideas and work.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Plan and Make	CR.2.K.1 Identify *iconic notation* for high and low sounds	CR.2.1.1 Distinguish between a note on a line and a note in a space (e.g., two-line staff)	CR.2.2.1 Recognize • lines and spaces • staff • treble clef	CR.2.3.1 Name the lines and spaces of the treble clef	CR.2.4.1 Identify the lines and spaces of the bass clef	CCRA.R.1
	CR.2.K.2 Create sound effects for songs, poems, and/or stories (e.g., *found sounds*, *body percussion*, traditional instruments, electronic keyboards, online sound libraries)	CR.2.1.2 Create short rhythmic patterns	CR.2.2.2 Compose short rhythmic patterns	CR.2.3.2 Compose short melodic patterns	CR.2.4.2 Compose melodic and rhythmic patterns using musical expression	CCRA.W.2, 4, 10

	CR.2.K.3
	Write using iconic or standard notation
	• sound, silence
	• steady beat
		CR.2.1.3
		Write using standard notation
		• paired eighth note
		• quarter note
		• quarter rest
			CR.2.2.3
			Write using standard notation
			• *dynamic* levels
			  o forte (f)
			  o piano (p)
			• half note
			• half rest
				CR.2.3.3
				Write using standard notation
				• bar line and decrescendo
				• change in *dynamic* levels
				  o crescendo
				  o decrescendo
				• dotted half note
				• repeat sign
				• treble clef
					CR.2.4.3
					Write using standard notation
					• duple meter and triple meter
					• time signature
					• whole notes and whole rests, four sixteenth notes, and triplets
						CCRA.W.2, 4, 10

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Key: CR.2.K.1 = Creating.Content Standard 2. Kindergarten.1st Student Learning Expectation

Strand: Creating
   Content Standard 2: Students will organize and develop artistic ideas and work.

						CCSS Alignment
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
	CR.2.K.4 Organize, with guidance, personal musical ideas, using *iconic notation* or recording technology	CR.2.1.4 Organize, with limited guidance, personal musical ideas, using standard or iconic notation or recording technology	CR.2.2.4 Organize independently personal musical ideas, using standard or *iconic notation* or recording technology	CR.2.3.4 Document personal rhythmic and melodic musical Ideas, using standard or *iconic notation* or recording technology	CR.2.4.4 Document personal rhythmic, melodic, and simple harmonic musical ideas using standard or *iconic notation* or recording technology	CCRA.W.2, 4, 6, 10
	CR.2.K.5 Explore music through movement • freestyle • gross motor	CR.2.1.5 Explore music through movement • *body percussion* • line and circle games	CR.2.2.5 Explore music through movement • musical games • within duple and triple meter	CR.2.3.5 Explore music through movement • folk games • storytelling	CR.2.4.5 Explore music through movement • choreographed songs • folk and square dances	
	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	

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Key: CR.2.K.4 = Creating.Content Standard 2. Kindergarten.4th Student Learning Expectation

Strand: Creating
Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Evaluate and Refine	CR.3.K.1 Experiment, with guidance, with personal musical ideas	CR.3.1.1 Apply, with limited guidance, personal, peer, or teacher feedback to personal musical ideas	CR.3.2.1 Apply personal, peer, or teacher feedback to revise personal musical ideas	CR.3.3.1 Document revisions to personal musical ideas, applying teacher-provided or collaboratively-developed criteria and feedback	CR.3.4.1 Evaluate revisions to personal musical ideas, applying teacher-provided or collaboratively-developed criteria and feedback to show improvement over time	CCRA.R.3, 4, 5, 6, 7 CCRA.W.3, 4, 5 CCRA.SL.1, 3, 4
Present	CR.3.K.2 Present, with guidance, a final composition of personal musical ideas to others	CR.3.1.2 Convey, with limited guidance, *expressive intent* in a final composition of personal musical ideas to others	CR.3.2.2 Convey *expressive intent* in a final composition of personal musical ideas to others	CR.3.3.2 Describe *expressive intent* in the final composition of personal musical ideas to others (e.g., I am…, I feel…)	CR.3.4.2 Interpret *expressive intent* in the final composition of personal musical ideas to others (e.g., I am because…)	CCRA.SL.1, 3, 4,

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Key: CR.3.K.1 = Creating.Content Standard 3. Kindergarten.1st Student Learning Expectation

Strand: Performing
    Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

						CCSS Alignment
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Analyze	P.4.K.1 Investigate sounds • *classroom instruments* • *environmental sounds* • voices	P.4.1.1 Identify musical sounds • vocal, instrumental • accompanied, unaccompanied • solo and group	P.4.2.1 Identify musical *timbre* • children's voices • individual instruments • male and female voices	P.4.3.1 Identify musical *timbre* • electronic sounds • individual instruments	P.4.4.1 Identify musical instruments by sight and sound • brass • electronic • percussion • string • woodwind	CCRA.R.7 CCRA.SL.1, 2, 4
	P.4.K.2 Recognize musical *form* • same, different	P.4.1.2 Recognize musical *form* • patterns • phrase	P.4.2.2 Recognize musical *form* • AB • ostinati • verse and refrain	P.4.3.2 Recognize musical *form* • ABA • *call and response*	P.4.4.2 Recognize musical *form* • 12-bar blues • *question and answer* • rondo	CCRA.R.1, 2, 4, 5, 6, 7 CCRA.SL.1, 2, 4
	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	
Select	P.4.K.4 Demonstrate (e.g., show, tell, sing, play), with guidance, personal interest in musical selections	P.4.1.4 Discuss, with limited guidance, personal interest in, knowledge about, and purpose of various musical selections	P.4.2.4 Explain independently personal interest in, knowledge about, and purpose of varied musical selections	P.4.3.4 Explain the influence of personal interest, knowledge, purpose, and *context* on the selection of music	P.4.4.4 Explain the influence of personal interest, knowledge, purpose, *context*, and technical skill in the selection of music	CCRA.SL.1, 2, 3, 4, 5, 6

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Key: P.4.K.1 = Performing.Content Standard 4. Kindergarten.1st Student Learning Expectation

Strand: Performing
Content Standard 5: Students will develop and refine artistic work for presentation.

			THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment

Rehearse	P.5.K.1 Sing or play a variety of simple songs, using *iconic notation*
	• loud, soft
	• sound, silence
	• steady beat
		P.5.1.1 Sing or play a variety of simple songs alone and with others, containing level-appropriate *expressive elements* and *elements of music*
		• *cumulative songs*
		• duple meter
		• *dynamic* levels
		  o forte (f),
		  o piano (p)
		• fast, slow
		• melodic patterns (e.g., sol-mi/5-3, sol-mi-la/5-3-6)
		• steady beat
		• triple meter
		• whole note, whole rest, quarter note, quarter rest, paired eighth note
			P.5.2.1 Sing or play a variety of simple songs alone and with others, containing level-appropriate *expressive elements* and *elements of music*
			• *call and response*
			• duple meter
			• *dynamic levels*
			  o *forte (f)*
			  o *piano (p)*
			• half note and half rest
			• melodic patterns (e.g., sol-mi-la/5-3-6, steps, skips, repeating tones)
			• triple meter
				P.5.3.1 Sing or play a variety of simple songs alone and with others, containing level-appropriate *expressive elements* and *elements of music*
				• change in *dynamic* levels
				• crescendo
				• decrescendo
				• dotted half note
				• duple meter
				• more complex melodic patterns (e.g., sol-mi-la-do-re/5-3-6-1-2, steps, skips, leaps, repeating pitch)
				• rounds
				• triple meter
				• variety of tempi (e.g., allegro, adagio)
					P.5.4.1 Sing or play using a variety of simple songs alone and with others, containing level-appropriate *expressive elements* and *elements of music*
					• four sixteenth notes, triplets
					• more complex melodic patterns (e.g., sol-mi-la-do-re/5-3-6-1-2, steps, skips, leaps, repeating pitch)
					• variety of tempi changes (e.g., accelerando, ritardando)
						CCRA.R.1, 2, 3, 4, 5, 7 CCRA.SL.1, 4, 5

Key: P.5.K.1 = Performing.Content Standard 5. Kindergarten.1st Student Learning Expectation

Strand: Performing
Content Standard 5: Students will develop and refine artistic work for presentation.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
	SLE introduced in Grade 2	SLE introduced in Grade 2	P.5.2.2 Identify symbols and terms • bar line • decrescendo • fermata • repeat sign • treble clef	P.5.3.2 Identify symbols and terms • first and second endings • time signature	P.5.4.2 Identify symbols and terms • bass clef • coda • da capo (D.C.) • dal segno (D.S.)	CCRA.R.1, 2, 3, 4, 5 CCRA.SL. 1, 4
Rehearse	P.5.K.3 Demonstrate during rehearsal, with guidance, correct techniques • *body percussion* • *classroom instruments* • *found sounds* • speaking, singing, whispering, and *calling voices*	P.5.1.3 Demonstrate during rehearsal, with limited guidance, correct techniques • *body percussion* • *classroom instruments* • *found sounds* • *vocal exploration*	P.5.2.3 Demonstrate during rehearsal, independently, correct techniques *body percussion* • *classroom instruments* • *found sounds* • vocal and instrumental posture • *vocal exploration*	P.5.3.3 Demonstrate during rehearsal, using established criteria, correct techniques • *body percussion* • breathing • *classroom instruments* • *found sounds* • phrasing • vocal and instrumental posture • *vocal exploration*	P.5.4.3 Demonstrate during rehearsal, using established criteria, correct techniques • *articulation* • *body percussion* • breathing • *classroom instruments* • *found sounds* • performance skills • phrasing • vocal and instrumental posture • *vocal exploration*	CCRA.SL.1, 2, 4

Key: P.5.K.2 = Performing.Content Standard 5. Kindergarten.2nd Student Learning Expectation

Strand: Performing
Content Standard 6: Students will convey meaning through the presentation of artistic work.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
Present	P.6.K.1 Identify the role of the conductor	P.6.1.1 Recognize cues from the conductor	P.6.2.1 Respond to cues from the conductor	P.6.3.1 Identify simple conducting patterns	P.6.4.1 Recognize simple conducting patterns	CCRA.R.1, 2, 3, 4, 5 CCRA.SL.1, 2, 4, 5
	P.6.K.2 Apply correct techniques during performance • basic *vocal exploration* • *body percussion* • *classroom instruments* • *found sounds* • speaking, singing, whispering, *calling voices*	P.6.1.2 Apply correct techniques during performance • *body percussion* • *classroom instruments* • *found sounds* • *vocal exploration*	P.6.2.2 Apply correct techniques during performance • *body percussion* • *classroom instruments* • *found sounds* • vocal and instrumental posture • *vocal exploration*	P.6.3.2 Apply correct techniques during performance • *body percussion* • breathing • *classroom instruments* • *found sounds* • phrasing • vocal and instrumental posture • *vocal exploration*	P.6.4.2 Apply correct techniques during performance • articulation • *body percussion* • breathing • *classroom instruments* • *found sounds* • performance skills • phrasing • vocal and instrumental posture • *vocal exploration*	CCRA.SL.1, 2, 3, 4
	P.6.K.3 Identify, with guidance, appropriate *etiquette* (e.g., stage presence, attire, behavior) as a performer and an observer	P.6.1.3 Discuss, with limited guidance, *etiquette* (e.g., stage presence, attire, behavior) appropriate for purpose as a performer and an observer	P.6.2.3 Demonstrate, with guidance, *etiquette* (e.g., stage presence, attire, behavior) appropriate for purpose as a performer and an observer	P.6.3.3 Demonstrate, with limited guidance, *etiquette* (e.g., stage presence, attire, behavior) as a performer and an observer appropriate for *context* and venue	P.6.4.3 Demonstrate, independently, *etiquette* (e.g., stage presence, attire, behavior) as a performer and an observer appropriate for *context*, venue, and *genre*	CCRA.SL.1

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Key: P.6.K.1 = Performing.Content Standard 6. Kindergarten.1st Student Learning Expectation

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Select	R.7.K.1 List, with guidance, personal interests and experiences that influence musical listening preferences	R.7.1.1 Identify, with limited guidance, the influence of personal interests and experiences on musical listening preferences	R.7.2.1 Explain, independently, the influence of personal interests and experiences on musical listening preferences	R.7.3.1 Select music for listening which connects to personal interests and/or personal experiences	R.7.4.1 Select music for listening which connects to personal interests, experiences, specific purposes, or *contexts*	CCRA.R.6 CCRA.SL.1, 2, 4
Analyze	R.7.K.2 Describe the use of a specific musical concept (e.g., beat, melodic direction)	R.7.1.2 Identify the use of specific musical concepts in various *styles* of music (e.g., beat, pitch)	R.7.2.2 Describe the use of specific music concepts to support a purpose in various *styles* of music (e.g., rhythm, melody)	R.7.3.2 Describe the manner in which a response to music can be informed by specific musical concepts • *context* (e.g., personal, social) • *elements of music* • *structure*	R.7.4.2 Explain the manner in which responses to a particular piece of music are informed by specific musical concepts • *context* (e.g., personal, social) • *elements of music* • *structure*	CCRA.R.1, 3, 4, 5, 6 CCRA.SL.1, 2, 3, 4
	R.7.K.3 Identify personal responses (e.g., happy, sad) to music	R.7.1.3 Share personal responses to music	R.7.2.3 Discuss personal responses to music, using appropriate music terminology	R.7.3.3 Describe personal responses to music, referencing applicable *elements of music*	R.7.4.3 Compare personal responses to music to those of others, referencing applicable *elements of music*	CCRA.R.6 CCRA.SL.1, 2, 3, 4

Key: R.7.K.1 = Responding.Content Standard 7. Kindergarten.1st Student Learning Expectation

Strand: Responding
Content Standard 8: Students will interpret intent and meaning in artistic work.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Interpret	R.8.K.1 Explore *dynamics* and tempo that reflect creators'/performers' *expressive intent*	R.8.1.1 Identify *dynamics* and tempo that reflect creators'/performers' expressive intent in a selected musical work	R.8.2.1 Explain the manner in which *dynamics* and tempo support the creators'/performers' *expressive intent*	R.8.3.1 Describe the use of *dynamics*, tempo, and *texture* in the performers' interpretations to reflect *expressive intent*	R.8.4.1 Interpret the use of *expressive elements* in the performers' interpretations to reflect *expressive intent*	CCRA.R.1, 3, 5, 6 CCRA.SL.1, 2, 3, 4

Key: R.8.K.1 = Responding.Content Standard 8. Kindergarten.1st Student Learning Expectation

Strand: Responding
    Content Standard 9: Students will apply criteria to evaluate artistic work.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Evaluate	R.9.K.1 Explore personal preferences of music (e.g., happy, sad)	R.9.1.1 Identify, with guidance, personal preferences of music for specific purposes	R.9.2.1 Explain, with limited guidance, personal preferences of music for specific purposes using applicable musical terms (e.g., tempo, *dynamics*)	R.9.3.1 Explain personal preferences of music for specific purposes using applicable musical terms (e.g., tempo, *dynamics*, *form*)	R.9.4.1 Evaluate personal preferences of music for specific purposes using applicable musical terms (e.g., tempo, *dynamics*, *form*, social *context*, cultural *context*)	CCRA.SL.1, 2, 3, 4, 5

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Key: R.9.K.1 = Responding.Content Standard 9. Kindergarten.1st Student Learning Expectation

Strand: Connecting
Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
	SLE introduced in Grade 1	CN.10.1.1 Identify a personal experience that could form the basis of a song	CN.10.2.1 Discuss personal experiences that could form the basis of songs	CN.10.3.1 Identify individual experiences that provide context for the musical works of others	CN.10.4.1 Discuss personal experiences that provide context for the musical works of others	CCRA.SL.1, 2, 3, 4

Key: CN.10.K.1 = Connecting.Content Standard 10. Kindergarten.1st Student Learning Expectation

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						CCSS Alignment
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	
Cultural	CN.11.K.1 Identify, with guidance, simple connections among music, other fine arts, and disciplines outside the arts	CN.11.1.1 Identify, with limited guidance, simple connections among music, other fine arts, and disciplines outside the arts	CN.11.2.1 Identify basic connections among music, other fine arts, and disciplines outside the arts	CN.11.3.1 Identify multiple connections among music, other fine arts, and disciplines outside the arts	CN.11.4.1 Identify moderately complex connections among music, other fine arts, and disciplines outside the arts	CCRA.R.7, 9 CCRA.SL.1, 2, 3, 4
	CN.11.K.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, or playing • celebrations • holiday songs • lullabies • nursery rhymes	CN.11.1.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, or playing • celebrations • chants • holiday songs • marches • nursery rhymes	CN.11.2.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, or playing • *folk music* from around the world	CN.11.3.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, or playing • *folk music* from around the world • patriotic songs	CN.11.4.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, or playing • Arkansas songs • *folk music* from around the world • patriotic songs • spirituals	CCRA.R.3 CCRA.SL.1, 2, 3, 4
Societal	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	

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Key: CN.11.K.1 = Connecting.Content Standard 11. Kindergarten.1st Student Learning Expectation

Strand: Creating
Content Standard 1: Students will generate and conceptualize artistic ideas and work.

		THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Imagine	CR.1.5.1 *Improvise* rhythmic variations, melody, or simple chord changes on familiar *forms*	CR.1.6.1 *Improvise* rhythm, melody, or harmonic phrases within AB and ABA *forms*	CR.1.7.1 *Improvise* melody or variety of accompaniments (e.g., electronic sounds, *classroom instruments*, *found sounds*, *body percussion*) within AB, ABA, and theme and variation *forms*	CR.1.8.1 *Improvise* rhythmic and melodic variations in a given *style* or meter (e.g., reggae, blues) within expanded *forms*, including introductions, transitions, and codas	CCRA.SL.4

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Key: CR.1.5.1 = Creating.Content Standard 1.Grade 5.1st Student Learning Expectation

Strand: Creating
    Content Standard 1: Students will generate and conceptualize artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment

CR.1.5.2 Experiment vocally or instrumentally, using a varied *repertoire*, alone and with others, with *expressive elements* and *elements of music*
• 3/4 and 4/4 meters (e.g., andante, moderato)
• change in *dynamic* levels
  ○ crescendo
  ○ decrescendo
• *dynamic* levels
  ○ forte (f)
  ○ fortissimo (ff)
  ○ mezzo forte (mf)
  ○ mezzo piano (mp)
  ○ pianissimo (pp)
  ○ piano (p)
• eighth note and sixteenth note patterns
• major tonalities
• more complex melodic patterns (e.g., do-re-mi-fa-sol-la-ti-do/1-2-3-4-5-6-7-8, major scale)
• multi-verse selection
• steady beat
• syncopation
• theme and variation
• variety of tempi
	CR.1.6.2 Experiment vocally or instrumentally, using a varied *repertoire*, alone and with others, with *expressive elements* and *elements of music*
	• 2/4 and 6/8 meters
	• major and minor tonalities
	• melodic patterns that include accidentals
	• more complex *forms* and harmonies (e.g., two-part lines)
	• multi-verse selection
	• pattern of a dotted quarter note followed by an eighth note or eighth rest
	• steady beat
	• variety of tempi (e.g., lento, presto)
	• various *dynamic* levels
		CR.1.7.2 Experiment vocally or instrumentally, using a varied *repertoire*, alone and with others, with *expressive elements* and *elements of music*
		• 2/2, or cut time, meter
		• intervals within the staff (e.g., Major 6th, Perfect 5th, Perfect 4th, Major 3rd, Major 2nd, octave)
		• major and minor tonalities
		• more complex *forms* and harmonies (e.g., three-part lines)
		• multi-verse selection
		• pattern of a dotted eighth note followed by a sixteenth note or sixteenth rest
		• steady beat
		• variety of tempi (e.g., grave, vivace)
		• various *dynamic* levels
			CR.1.8.2 Experiment vocally or instrumentally, using a varied *repertoire*, alone and with others, with *expressive elements* and *elements of music*
			• compound and mixed meter
			• intervals within the staff (e.g., Major 6th, Perfect 5th, Perfect 4th, Major 3rd, Major 2nd, octave)
			• major and minor tonalities
			• more complex *forms* and harmonies
			• multi-verse selection
			• steady beat
			• variety of tempi
			• various *dynamic* levels
				CCRA.SL.1, 6

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General Music K-8: Creating

Key: CR.1.5.2 = Creating.Content Standard 1.Grade 5.2nd Student Learning Expectation

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Plan and Make	CR.2.5.1 Identify notes written on the lines and in the spaces of the treble clef and bass clef	CR.2.6.1 Identify notes written on the lines, in the spaces, and on the ledger lines of the treble clef and bass clef	CR.2.7.1 Identify notes written on the lines and in the spaces of the grand staff	CR.2.8.1 Identify notes written on the lines, in the spaces, and on the ledger lines of the grand staff	CCRA.R.1
	CR.2.5.2 Write a variety of rhythmic patterns • 3/4 and 4/4 time signatures • eighth note and sixteenth note patterns • syncopation	CR.2.6.2 Write a variety of rhythmic patterns • 2/4 and 6/8 time signatures • pattern of a dotted quarter note followed by an eighth note or eighth rest	CR.2.7.2 Write a variety of rhythmic patterns • 2/2, or cut time, time signature • pattern of a dotted eighth note followed by a sixteenth note or sixteenth rest	CR.2.8.2 Write a variety of rhythmic patterns, using standard notation	CCRA.W.2, 4, 10
	CR.2.5.3 The student will continue to write using standard notation.	CR.2.6.3 The student will continue to write using standard notation.	CR.2.7.3 The student will continue to write using standard notation.	CR.2.8.3 The student will continue to write using standard notation.	
	CR.2.5.4 Compose, with guidance, a four-measure phrase	CR.2.6.4 Compose, with limited guidance, a four-measure phrase	CR.2.7.4 Compose eight measures in AB *form*	CR.2.8.4 Compose at least twelve measures in extended *form* (e.g., *theme and variations*, rondo)	CCRA.W.2, 4, 6, 10
	CR.2.5.5 Explore music through traditional and *improvised* conducting patterns	CR.2.6.5 Explore music by creating movement to outline musical *form*	CR.2.7.5 Explore music by creating choreography for performance	CR.2.8.5 Explore music by creating choreography to teach to others	

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Key: CR.2.5.1 = Creating.Content Standard 2.Grade 5.1st Student Learning Expectation

Strand: Creating
Content Standard 2: Students will organize and develop artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
	CR.2.5.6 Arrange familiar songs	CR.2.6.6 Arrange familiar songs with simple accompaniment	CR.2.7.6 Arrange unfamiliar songs	CR.2.8.6 Arrange unfamiliar songs with simple accompaniment	CCRA.W.3

Key: CR.2.5.6 = Creating.Content Standard 2.Grade 5.6th Student Learning Expectation

Strand: Creating
　　　　Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Evaluate and Refine	CR.3.5.1 Evaluate revisions to personal musical ideas applying teacher-provided and collaboratively-developed criteria and feedback	CR.3.6.1 Evaluate revisions to personal work, applying teacher-provided criteria (e.g., application of selected *elements of music*, use of sound sources)	CR.3.7.1 Evaluate revisions to personal work, applying collaboratively-generated criteria (e.g., application of *elements of music*, including *style*, *form*, and use of sound sources)	CR.3.8.1 Evaluate revisions to personal work, applying independently-generated criteria (e.g., compositional techniques, appropriate application of *elements of music*, including *style*, *form*, and use of sound sources)	CCRA.R.3, 4, 5, 6, 7 CCRA.W.3, 4, 5 CCRA.SL.1, 3, 4
Present	CR.3.5.2 Demonstrate *craftsmanship* in the final version of a personal composition to others (e.g., *elements of music*)	CR.3.6.2 Demonstrate *craftsmanship* and originality in the final version of a personal composition or arrangement, using an effective beginning, middle, and ending	CR.3.7.2 Demonstrate *craftsmanship* and originality in the final version of a personal composition or arrangement, using unity and variety	CR.3.8.2 Demonstrate *craftsmanship* and originality in the final version of a personal composition or arrangement using *expressive elements* and compositional techniques for creating unity and variety	CCRA.SL.1, 3, 4

Key: CR.3.5.1 = Creating.Content Standard 3.Grade 5. 1st Student Learning Expectation

Strand: Performing
　　　Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Analyze	P.4.5.1 Identify musical instruments by sight and sound - brass - electronic - percussion - string - woodwind	P.4.6.1 Identify musical *timbre* - brass - electronic - percussion - string - vocal - woodwind	P.4.7.1 Identify musical sounds - electronic *genre* (e.g., women's ensemble, men's ensemble) - non-traditional	P.4.8.1 Distinguish musical sounds *cross cultural* - traditional and non-traditional - western and non-western	CCRA.R.7 CCRA.SL.1, 2, 4
	P.4.5.2 Recognize musical *form* *theme and variations*	P.4.6.2 Compare and contrast - musical *forms* - popular and *imitative forms*	P.4.7.2 Differentiate various musical *forms*	P.4.8.2 Analyze various musical *forms*	CCRA.R.1, 2, 4, 5, 6, 7 CCRA.SL.1, 2, 4
	P.4.5.3 Recognize musical *texture* - large ensemble - small groups - solo	P.4.6.3 Recognize musical *texture* - homophonic - monophonic	P.4.7.3 Recognize musical *texture* - homophonic - monophonic - polyphonic	P.4.8.3 Recognize musical *texture* - homophonic - monophonic - polyphonic - heterophonic	CCRA.SL.2
Select	P.4.5.4 Select music to perform, explaining the influence of personal interest, knowledge, purpose, *context*, and technical skill on choice	P.4.6.4 Select music to perform for a specific purpose and/or *context*, explaining the influence of teacher-provided criteria on choice	P.4.7.4 Select music of contrasting *styles* to perform for a specific purpose and/or *context*, using collaboratively-developed criteria, explaining the influence of *expressive elements* and technical challenges on choice	P.4.8.4 Select music of contrasting *styles* to perform for a specific purpose and/or *context*, using personally-developed criteria, explaining the influence of *expressive elements* and technical challenges on choice	CCRA.SL.1, 2, 3, 4, 5, 6

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Key: P.4.5.1 = Performing.Content Standard 4.Grade 5. 1st Student Learning Expectation

Strand: Performing
Content Standard 5: Students will develop and refine artistic work for presentation.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment

Rehearse	P.5.5.1
	Sing or play a varied *repertoire* containing grade-level appropriate *elements of music* and *expressive elements*
	• 3/4 and 4/4 meters
	• *dynamic* levels changes
	  o crescendo
	  o decrescendo
	• *dynamic* levels
	  o forte [f]/fortissimo[ff]
	  o mezzo forte [mf]/mezzo piano [mp]
	  o piano [p]/pianissimo [pp]
	• eighth note and sixteenth note patterns
	• major tonalities (e.g., C, F, G)
	• more complex melodic patterns (e.g., do-re-mi-fa-sol-la-ti-do, major, scale)
	• pattern of dotted quarter note followed by an eighth note or eighth rest
	• steady beat
	• syncopation
	• theme and variation
	• variety of tempi (e.g., andante, moderato)
		P.5.6.1
		Sing or play a varied *repertoire* containing grade-level appropriate *elements of music* and *expressive elements*
		• 2/4 and 6/8 meters
		• major and relative natural minor tonalities (e.g., C, F, B♭, D)
		• melodic patterns that include accidentals
		• more complex *forms* or harmonies (e.g., two-part lines)
		• pattern of a dotted eighth note followed by a sixteenth note or sixteenth rest
		• steady beat
		• variety of tempi (e.g., lento, presto)
		• various *dynamic* levels
			P.5.7.1
			Sing or play a varied *repertoire* containing grade-level appropriate *elements of music* and *expressive elements*
			• 2/2, or cut time, meter
			• major and relative natural minor tonalities (e.g., C, F, G, B♭, D, E♭, A)
			• more complex *forms* or harmonies (e.g., three-part lines)
			• steady beat
			• the intervals within the staff (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, octave)
			• variety of tempi (e.g., grave, vivace)
			• various dynic levels
				P.5.8.1
				Sing or play a varied *repertoire* containing grade-level appropriate *elements of music* and *expressive elements*
				• compound and mixed meter
				• major and relative natural minor tonalities (e.g., C, F, G, B♭, D, E♭, A)
				  more complex *forms* or harmonies
				• steady beat
				• the intervals within the staff (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, octave)
				• variety of tempi
				• various *dynamic* levels
					CCRA.R.1, 2, 3, 4, 5, 7
					CCRA.SL.1, 4, 5

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Key: P.5.5.1 = Performing.Content Standard 5.Grade 5.1st Student Learning Expectation

Strand: Performing
Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
	P.5.5.2 Apply knowledge of symbols and terms in preparing music for performance • bar line and decrescendo • bass clef • fermata • repeat sign • simple key signatures • time signatures • treble clef	P.5.6.2 Apply knowledge of symbols and terms in preparing music for performance • accidentals • coda • da capo (D.C.) • dal segno (D.S.) • first and second endings	P.5.7.2 Apply knowledge of symbols and terms in preparing music for performance • additional key signatures • grand staff	P.5.8.2 Apply knowledge of symbols and terms in preparing music for performance • multiple key signatures within a composition	CCRA.R.1, 2, 3, 4, 5 CCRA.SL.1, 4
Rehearse	P.5.5.3 Refine correct techniques using teacher-provided criteria and feedback to evaluate technical accuracy • *articulation* • *body percussion* • breathing • *classroom instruments* • *found sounds* • phrasing • vocal and instrumental posture • *vocal exploration*	P.5.6.3 Refine correct techniques using collaboratively-generated criteria and feedback to evaluate technical accuracy to determine performance readiness • *articulation* • *body percussion* • breathing • *classroom instruments* • *found sounds* • phrasing • vocal and instrumental posture	P.5.7.3 Refine correct techniques using personally-generated criteria and feedback to evaluate technical accuracy, originality, and emotional response to determine performance readiness • *articulation* • *body percussion* • breathing • *classroom instruments* • *found sounds* • phrasing • vocal and instrumental posture	P.5.8.3 Refine correct techniques using personally-generated criteria and feedback to evaluate technical accuracy to determine performance readiness • *articulation* • *body percussion* • breathing • *classroom instruments* • *found sounds* • phrasing • rhythmic and melodic accuracy • vocal and instrumental posture	CCRA.SL.1, 2, 4

Key: P.5.5.2 = Performing.Content Standard 5.Grade 5. 2nd Student Learning Expectation

Strand: Performing
    Content Standard 6: Students will convey meaning through the presentation of artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Present	P.6.5.1 Respond to simple conducting patterns	P.6.6.1 Demonstrate simple conducting patterns	P.6.7.1 Respond to *artistic conducting*	P.6.8.1 Demonstrate *artistic conducting*	CCRA.R.1, 2, 3, 4, 5 CCRA.SL.1, 2, 4, 5
	P.6.5.2 Apply technical accuracy in performance to interpret music • waltz in 3/4 time	P.6.6.2 Apply technical accuracy in performance to interpret music • expressive elements	P.6.7.2 Apply technical accuracy in performance to interpret music • creator's intent (e.g., programmatic music)	P.6.8.2 Apply technical accuracy in performance to interpret music • stylistic expression (e.g., straight eighths vs. swing eighths)	CCRA.SL.1, 2, 3, 4,
	P.6.5.3 Refine *etiquette* (e.g., stage presence, attire, behavior) appropriate for *context*, venue, *genre*, and *style*	Students will continue to demonstrate *etiquette*.	Students will continue to demonstrate *etiquette*.	Students will continue to demonstrate *etiquette*.	CCRA.SL.1

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Key: P.6.5.1 = Performing.Content Standard 6.Grade 5.1st Student Learning Expectation

Strand: Responding
Content Standard 7: Students will perceive and analyze artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Select	R.7.5.1 Explain, citing evidence from the music, the connection of selected music for listening to personal interests, experiences, specific purposes, or *contexts*	R.7.6.1 Compare and contrast two or more selections of music for listening in terms of connections to personal interests and experiences	R.7.7.1 Compare and contrast two or more selections of music for listening in terms of connections to personal interests, experiences, specific purposes, or *contexts*	R.7.8.1 Select *programs* of music for listening (e.g., live or recorded) which connect to personal interests, experiences, specific purposes, or *contexts*	CCRA.R.6 CCRA.SL.1, 2, 4, 5
Analyze	R.7.5.2 Explain, citing evidence from the music, the manner in which responses to a particular piece of music are informed by specific musical concepts *context* (e.g., social, cultural, historical) *elements of music* *structure*	R.7.6.2 Illustrate the relationship between *expressive elements* and the *elements of music* to the *structure* of the music	R.7.7.2 Compare the relationship between *expressive elements* and the *elements of music* to the *structure* of contrasting pieces	R.7.8.2 Compare the relationship between *expressive elements* and the *elements of music* to the *structure* of the music within musical *programs*	CCRA.R.1, 3, 4, 5, 6 CCRA.SL.1, 2, 3, 4
	R.7.5.3 Explain personal responses to a selected piece of music, citing evidence from the music as support	R.7.6.3 Compare and contrast personal responses to two or more pieces of music, citing evidence from the music as support	R.7.7.3 Compare and contrast personal responses to music from two or more *genres* or *contexts* (e.g., social, cultural, historical), citing evidence from the music as support	R. 7.8.3 Defend personal responses to *programs* of music, citing evidence from the music as support	CCRA.R.6 CCRA.SL.1, 2, 3, 4

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Key: R.7.5.1 = Responding.Content Standard 7.Grade 5.1st Student Learning Expectation

Strand: Responding
     Content Standard 8: Students will interpret intent and meaning in artistic work.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Interpret	R.8.5.1 Analyze the use of *expressive elements* and *articulation* to reflect *expressive intent* in performers' interpretations of music	R.8.6.1 Analyze the use of *expressive elements* and *articulation* to reflect *expressive intent* in performers' interpretations within *genres* and *contexts* (e.g., cultural, historical)	R.8.7.1 Compare personal interpretations of contrasting works, considering either the creators' or performers' application of the *expressive elements* to convey *expressive intent* within *genres* and *contexts* (e.g., cultural, historical)	R.8.8.1 Defend personal interpretations of contrasting *programs*, considering either the creators' or performers' application of the *expressive elements* to convey *expressive intent* within *genres* and *contexts* (e.g., cultural, historical)	CCRA.R.1, 3, 5, 6 CCRA.SL.1, 2, 3, 4, 5, 6

Key: R.8.5.1 = Responding.Content Standard 8.Grade 5.1st Student Learning Expectation

Strand: Responding
Content Standard 9: Students will apply criteria to evaluate artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Evaluate	R.9.5.1 Evaluate personal preferences of music using teacher-generated criteria	R.9.6.1 Evaluate personal preferences of music using collaboratively-generated criteria	R.9.7.1 Establish independently-generated criteria to evaluate personal preferences of music	R.9.8.1 Apply independently-generated criteria to evaluate personal peferences of music	CCRA.SL.1, 2, 3, 4, 5

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Key: R.9.5.1 = Responding.Content Standard 9.Grade 5.1st Student Learning Expectation

Strand: Connecting
Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

					CCSS Alignment
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
	CN.10.5.1 Discuss individual experiences and other influences that provide context for the musical work of others	CN.10.6.1 Research individual experiences and other influences that provide context for the musical work of others	CN.10.7.1 Analyze the ways in which individual experiences and other influences provide context for the musical work and performance of others	CN.10.8.1 Appraise individual experiences and other influences that provide context for personal musical work and impact personal musical performance	CCRA.W.2, 7, 9 CCRA.SL.1, 2, 3, 4

Key: CN.10.5.1 = Connecting.Content Standard 10.Grade 5.1st Student Learning Expectation

Strand: Connecting
Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Cultural	CN.11.5.1 Identify complex connections among music, other fine arts, and disciplines outside the arts, at the appropriate grade level	CN.11.6.1 Identify complex connections among music, other fine arts, and disciplines outside the arts, at the appropriate grade level	CN.11.7.1 Identify complex connections among music, other fine arts, and disciplines outside the arts, at the appropriate grade level	CN.11.8.1 Identify complex connections among music, other fine arts, and disciplines outside the arts, at the appropriate grade level	CCRA.R.6 CCRA.SL.1, 2, 3, 4, 5, 6
	CN.11.5.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, and playing *folk music* - jazz - spirituals *world music*	CN.11.6.2 Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, and playing - classical - popular music	CN.11.7.2 Investigate music from various cultures, historical periods, and/or events	CN.11.8.2 Analyze music from various cultures, historical periods, and/or events	CCRA.R.3 CCRA.SL.1, 2, 3, 4
Societal	CN.11.5.3 Identify career opportunities in music fields (e.g., business, education, performance, *music therapy*, technology)	CN.11.6.3 Describe career opportunities in music fields (e.g., business, education, performance, *music therapy*, technology)	CN.11.7.3 Compare career opportunities in contrasting music fields (e.g., business, education, performance, *music therapy*, technology)	CN.11.8.2.3 Investigate career opportunities in music fields (e.g., business, education, performance, *music therapy*, technology)	CCRA.W.7, 8, 9 CCRA.SL.1, 2, 4, 5

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Key: CN.11.5.1 = Connecting.Content Standard 11.Grade 5.1st Student Learning Expectation

Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Artistic conducting	The manner in which a person conveys the expressive elements of music
Body percussion	Clapping, tapping, snapping, or other percussive sounds made with hands, feet, or other body parts
Call and response	A musical form in which a part of the melody (call) is followed by an answer (response)
Calling voices	Shouting or outside voices
Classroom instruments	Instruments generally found in a music class (e.g., simple percussion, recorders, barred instruments, keyboards)
Context	Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence
Craftsmanship	The degree of skill and ability exhibited by a creator or performers to manipulate the elements of music in a composition or performance
Cross cultural	Genres of music from different cultures that fuse to Form a new genre
Cumulative songs	Songs that include a consistent melody with additive lyrics
Dynamic	Loudness or softness of sound
Elements of music	Melody, harmony, rhythm, and form
Environmental sounds	Sounds found naturally or from a man-made source that are not music based
Etiquette	Protocols for behavior during a rehearsal or a performance
Expressive elements	Texture, dynamics, timbre, tempo
Expressive intent	The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music
Folk music	Music that is passed orally or by memorization and repetition from generation to generation
Form	The structure or shape of a musical work, based on repetition, contrast, and variation
Found sounds	Non-traditional sound sources for making music (e.g., trash cans, brooms)
Genre	Style, category, class, or type of music
Iconic notation	Pictorial representations
Imitative form	Repetitive structure of similar pitch patterns with different entrances
Improvise	To create spontaneously
Music therapy	Use of music to improve psychological, social, cognitive, and physical function
Partner songs	Different melodies performed at the same time
Program	Presentation of a sequence of musical works performed by individual musicians or groups in a concert or other setting
Question and answer	An improvised musical sentence with an Improvised musical response
Repertoire	List of music pieces which a group or person has prepared or performed
Structure	A specific grouping of rhythms used in teaching, reading, and writing music
Style	A characteristic of a particular period, person, or group of people that makes genres of music unique
Theme and variations	A style of composition that presents a basic theme, and then develops the theme in successive statements
Timbre	The character or quality of a musical sound or voice as distinct from its pitch and intensity
Vocal exploration	Technique to discover the voice and its capabilities
World music	Music of indigenous peoples

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