

# Alaska Arts Standards for Music

<b>A. CREATE</b>	
<b>Imagine and develop artistic ideas and work</b>	
<i><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work</b></i>	
<b>Enduring Understanding</b>	<b>Essential Question</b>
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
<i><b>Anchor Standard #2: Organize and develop artistic ideas and work</b></i>	
<b>Enduring Understanding</b>	<b>Essential Question</b>
Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.	How do musicians make creative decisions?
<i><b>Anchor Standard #3: Refine and complete artistic work</b></i>	
<b>Enduring Understanding</b>	<b>Essential Question</b>
Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?
<b>B. PRESENT</b>	
<b>Interpret and share artistic work</b>	
<i><b>Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production</b></i>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.	How do performers select their musical repertoire? How do performers interpret musical works?
<i><b>Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production</b></i>	
<b>Enduring Understanding</b>	<b>Essential Question</b>
Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.	How do musicians improve the quality of their performance?
<i><b>Anchor Standard #6: Perform, present, and/or produce artistic work</b></i>	
<b>Enduring Understanding</b>	<b>Essential Question</b>
The context of time, place, and culture in which a work is presented influences audience response.	How do context and the manner in which musical work is presented influence audience response?

### C. RESPOND

#### Understand and evaluate how the arts convey meaning

**Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions**

Enduring Understanding	Essential Question
Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.	How does understanding the structure and context of music inform a response?

**Anchor Standard #8: Interpret intent and meaning in artistic work**

Enduring Understanding	Essential Question
Musicians provide clues to their expressive intent through the use of elements and structures of music.	How do we detect musical creators' and performers' expressive intent?

**Anchor Standard #9: Apply criteria to evaluate artistic work**

Enduring Understanding	Essential Question
The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.	How do we evaluate the quality of musical works and performances?

### D. CONNECT

#### Relate artistic ideas and work with personal meaning and external contexts

**Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts**

Enduring Understanding	Essential Question
Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.	How do musicians make meaningful connections in order to create, perform and respond?

**Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding**

Enduring Understanding	Essential Question
Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.	How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?

# 1<sup>st</sup> Grade Music

<b>A. CREATE</b>		
<b>Imagine and develop artistic ideas and work</b>		
<b>Standard</b>	<b>Objective</b>	<b>Examples</b>
<b>CR 1 A</b>	Students will: <ul style="list-style-type: none"> <li>• Sing and create musical ideas alone and with others.</li> <li>• Create movement to fit AB sections or dramatize a character.</li> </ul>	<ul style="list-style-type: none"> <li>• Lucky Lucky-White Horse pg. 48</li> <li>• Drummer Hoff pg. 65</li> </ul>
<b>CR 1 B</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate meter in duple and triple.</li> <li>• Identify AB and ABA patterns in multiple tonalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement activity A Kite pg. 75</li> <li>• Listening activity pg. 77</li> </ul>
<b>CR 2 A</b>	Students will: <ul style="list-style-type: none"> <li>• Identify tone color (instrument or vocal).</li> <li>• Recognize changing dynamics.</li> <li>• Recognize and demonstrate changing tempos.</li> <li>• Recognize and explore the timbre of non-pitched instruments (woods, skins, metals, shakers and scrapers).</li> <li>• Perform folk dances from various cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening activity-In the Hall pg. 23</li> <li>• Play non-pitched instruments pg. 72</li> <li>• Folk dances Dance for Hanukah pg. 40</li> <li>• Old Gray Cats pg. 53</li> </ul>
<b>CR 2 B</b>	Students will: <ul style="list-style-type: none"> <li>• Read, perform and identify quarter note/rest and 2 eighth notes.</li> </ul>	Popsicle stick notation
<b>CR 3 A</b>	Students will: <ul style="list-style-type: none"> <li>• Perform and recognize cumulative songs.</li> <li>• Present, with some guidance, their musical ideas to their peers or an informal audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Repertoire selections</li> <li>• Classroom performance</li> </ul>
<b>B. PRESENT</b>		
<b>Interpret and share artistic work</b>		
<b>PR 4.1 A</b>	Students will: <ul style="list-style-type: none"> <li>• Sing songs and learn singing games from various cultures.</li> </ul>	Multicultural activities and songs-Mexican Counting Song pg. 96
<b>PR 4.2 A</b> <b>PR 6 A</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate steady beat while singing, listening to music, or rhythmically speaking.</li> </ul>	Body percussion
<b>PR 4.2 A</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of music concepts beat and melodic contour in a variety of music genres.</li> </ul>	Movement and listening activity-Jack & Jill pg. 77
<b>PR 4.2 B</b>	Students will: <ul style="list-style-type: none"> <li>• Read, perform and identify quarter note/rest and 2 eighth notes using iconic and standard notation.</li> </ul>	Notation activity Rhythm Cards
<b>PR 4.3 A</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate recognition of short/long sounds, and sound/silence.</li> <li>• Recognize changing dynamics and tempos.</li> </ul>	<ul style="list-style-type: none"> <li>• Ta-ti-ti activities Muffin Man pg. 13</li> <li>• Games and dances-Lucy Locket pg. 64</li> </ul>
<b>PR 5 A</b>	Students will: <ul style="list-style-type: none"> <li>• With some guidance, apply personal, teacher, and peer feedback to refine performances.</li> </ul>	Classroom performance
<b>PR 6 A</b>	Students will: <ul style="list-style-type: none"> <li>• With guidance, perform for specific purposes with expression.</li> </ul>	School performance
<b>PR 6 B</b>	Students will: <ul style="list-style-type: none"> <li>• Perform appropriately for the audience and occasion.</li> </ul>	School performance

<b>C. RESPOND</b>		
<b>Understand and evaluate how the arts convey meaning</b>		
<b>Standard</b>	<b>Objective</b>	<b>Examples</b>
<b>RE 7 A</b>	Students will: <ul style="list-style-type: none"> <li>• Sing songs, and learn singing games from various cultures.</li> <li>• Demonstrate how interests and experiences influence musical selection for specific purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Folk Songs-Hanukah is Here pg. 39</li> <li>• Listening activities-Yankee Doodle pg. 28</li> </ul>
<b>RE 7 B</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate steady beat while singing, listening to music, or rhythmically speaking.</li> <li>• Demonstrate pitch in various styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Body percussion</li> <li>• Solfege and Kodaly-Melodic Training</li> </ul>
<b>RE 8 A</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate recognition of short/long sounds, and sound/silence.</li> <li>• Identify knowledge of expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Body percussion</li> <li>• Movement activity-Melodrama pg. 61</li> </ul>
<b>RE 9 A</b>	Students will: <ul style="list-style-type: none"> <li>• Apply personal preferences when evaluating music.</li> </ul>	Class discussion
<b>D. CONNECT</b>		
<b>Relate artistic ideas and work with personal meaning and external contexts</b>		
<b>Standard</b>	<b>Objective</b>	<b>Examples</b>
<b>CO 10 A</b> <b>CO 10 B</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate how personal choices relate to creating, performing, and responding to music.</li> </ul>	Movement activity-Do as I'm Doing pg. 69
<b>CO 10 C</b>	Students will: <ul style="list-style-type: none"> <li>• Present, with guidance, musical ideas to peers or an informal audience.</li> </ul>	Class performance
<b>CO 10 D</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate awareness of expressive qualities (voice quality, dynamics, tempo) that support the creator's expressive intent.</li> <li>• Demonstrate the ability to define and maintain personal/general space.</li> <li>• Demonstrate the following eight basic locomotor movements (walk, run, hop, jump, gallop, skip, leap, slide), traveling forward, backward, sideward, diagonally, turning, and moving in straight and curved pathways.</li> <li>• Demonstrate non-locomotor (e.g., bend, twist, stretch, and swing) movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-locomotor movement Activity-Snowflake pg. 52</li> <li>• Bubble space</li> <li>• Movement Activity-Yankee Doodle pg. 28</li> <li>• Stirring My Brew pg. 20</li> </ul>
<b>CO 11 A</b> <b>CO 11 B</b> <b>CO 11 C</b>	Students will: <ul style="list-style-type: none"> <li>• Understand the relationship between music and other content areas or cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Tres Pajaritos pg. 88</li> </ul>
<b>CO 11 B</b>	Students will: <ul style="list-style-type: none"> <li>• Identify and create rhythmic and melodic patterns for a specific purpose.</li> </ul>	Melodic Training
<b>CO 11 D</b> <b>CO 11 E</b>	Students will: <ul style="list-style-type: none"> <li>• Perform music for a specific purpose with expression.</li> </ul>	School performance
<b>CO 11 F</b>	Students will: <ul style="list-style-type: none"> <li>• Apply, with guidance, personal preferences in the evaluation of music for specific purposes.</li> <li>• Demonstrate appropriate audience behavior for the context and style of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• School assemblies</li> </ul>