

Alaska Arts Standards for Music

A. CREATE

Imagine and develop artistic ideas and work

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Anchor Standard #2: Organize and develop artistic ideas and work

Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

Essential Question

How do musicians make creative decisions?

Anchor Standard #3: Refine and complete artistic work

Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

B. PRESENT

Interpret and share artistic work

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production

Enduring Understanding

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.

Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

Essential Question

How do musicians improve the quality of their performance?

Anchor Standard #6: Perform, present, and/or produce artistic work

Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

Essential Question

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?

2nd Grade Music

A. CREATE		
Imagine and develop artistic ideas and work		
Standard	Objective	Examples
CR 1 A	Students will: <ul style="list-style-type: none"> Sing and improvise musical ideas concepts alone and with others. 	Grandma Grunts-pg. 41 Ha-Ha This Away pg. 4
CR 1 B	Students will: <ul style="list-style-type: none"> Identify AB and ABA patterns in a given tonality. Identify long and short phrases. 	<ul style="list-style-type: none"> Listening activity-pg. 64
CR 2 A	Students will: <ul style="list-style-type: none"> Create movement to fit AB sections. Identify tone color (instrument or vocal). Demonstrate changing dynamics. Demonstrate changing tempos. Demonstrate the timbre of non-pitched instruments (woods, skins, metals, shakers and scrapers). Demonstrate folk dances from various cultures. 	<ul style="list-style-type: none"> Movement activity pg. 57 Noble Duke Movement activity on folk dances Dance for Hanukkah pg. 43 Unpitched Percussion pg. 72 Wood vs. Metal pg. 20 Jeremiah pg. 35 Mouse Mousie pg. 95
CR 2 B CR 3 A	Students will: <ul style="list-style-type: none"> Explore and perform rhythmic and melodic improvisations. 	Body percussion-Rhythmic Training Echo's
CR 2 B	Students will: <ul style="list-style-type: none"> Read, perform and identify half note/rest, in addition to quarter note/rest and 2 eighth notes. 	Notation activity-Thanksgiving Rhythms pg. 38, Let Us Chase pg. 30
CR 3 A	Students will: <ul style="list-style-type: none"> Perform and recognize cumulative songs. Interpret and apply their musical ideas to their peers or an informal audience. 	<ul style="list-style-type: none"> Repertoire selections-My Aunt Came Back pg. 66 Class performance
B. PRESENT		
Interpret and share artistic work		
PR 4.1 A	Students will: <ul style="list-style-type: none"> Sing songs and learn singing games from various cultures. 	Multicultural activity Down in the Valley pg. 59
PR 4.2 A	Students will: <ul style="list-style-type: none"> Recognize changing dynamics. Identify dynamic and tempo symbols. Demonstrate and identify melodic contour. Identify the home tone. Demonstrate steady beat while singing, listening to music, or rhythmically speaking. Demonstrate knowledge of music concepts, tonality, and meter in a variety of music genres. 	<ul style="list-style-type: none"> Games and Dances-Jeremiah pg. 68 Notation Activity-Three Little Muffins pg. 22 Movement Activity-Let us Chase pg. 30 Solfège and Kodaly Activities-Poison pg. 39, Mi-Re-Do pg. 70 Body percussion Finding Accents pg. 86
PR 4.2 B	Students will: <ul style="list-style-type: none"> Differentiate between repeated tones and tones that move. Differentiate between skip and step in the melody line. Read, perform and identify half note/rest, in addition to quarter note/rest and 2 eighth notes. 	<ul style="list-style-type: none"> Melodic Training Notation Activity-Tarzan pg. 83 Let Us Chase the Squirrel pg. 30
PR 4.3 A	Students will: <ul style="list-style-type: none"> Demonstrate recognition of short/long sounds, and sound/silence. Recognize changing dynamics and tempos. 	<ul style="list-style-type: none"> Ta-ti-ti activities Rhythmic Training Games and dances Jeremiah pg. 35
PR 5 A	Students will: <ul style="list-style-type: none"> Explore and perform rhythmic and melodic improvisations. 	Games and dances-My Song pg. 81

PR 6 A	Students will: <ul style="list-style-type: none"> Perform and recognize echo, call and response songs. Perform an Ostinato. 	<ul style="list-style-type: none"> My Aunt Came Back pg. 66 Body Percussion Staff
PR 6 A PR 6 B	Students will: <ul style="list-style-type: none"> Perform appropriately for the audience and occasion. 	School performance

C. RESPOND

Understand and evaluate how the arts convey meaning

Standard	Objective	Examples
RE 7 A	Students will: <ul style="list-style-type: none"> Explain how personal experiences influence musical selection for specific purposes (sing the National Anthem and Alaska Flag song). Perform and recognize cumulative songs. 	<ul style="list-style-type: none"> Listening activity-SSB pg. 74, My Aunt Came Back pg. 66
RE 7 B	Students will: <ul style="list-style-type: none"> Describe how specific music concepts are used in various styles of music for specific purposes. 	Class discussion-Three Little Muffins pg. 22, You're a Grand Flag pg. 33
RE 8 A	Students will: <ul style="list-style-type: none"> Demonstrate knowledge of expressive qualities. 	Skin and Bones pg. 25
RE 9 A	Students will: <ul style="list-style-type: none"> Apply personal preferences when evaluating music. 	Class discussion

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Standard	Objective	Examples
CO 10 A CO 10 B	Students will: <ul style="list-style-type: none"> Demonstrate how personal choices relate to creating, performing, and responding to music. 	Movement activity-I Like Winter pg. 55
CO 10 C	Students will: <ul style="list-style-type: none"> Present, with guidance, musical ideas to peers or an informal audience. 	Class performance
CO 10 D	Students will: <ul style="list-style-type: none"> Demonstrate non-locomotor (e.g., bend, twist, stretch, and swing) movements. Recognize changing dynamics. Identify dynamic and tempo symbols. Maintain personal and general space. 	<ul style="list-style-type: none"> Movement activity pg. 76 Three Little Muffins pg. 22 Bubble space activity
CO 11 A	Students will: <ul style="list-style-type: none"> Understand the relationship between music and other content areas or cultures. 	Class discussion-Giddy Up My Burro pg. 45
CO 11 B	Students will: <ul style="list-style-type: none"> Improvise rhythmic and melodic patterns in musical ideas for a specific purpose. 	Movement activity-Rhythmic Training & Melodic Training let them lead
CO 11 C	Students will: <ul style="list-style-type: none"> Demonstrate knowledge of tonality and meter from a variety of cultures. 	Sioux Lullaby pg. 42
CO 11 D CO 11 E	Students will: <ul style="list-style-type: none"> Perform music for a specific purpose with expression. 	School performance
CO 11 F	Students will: <ul style="list-style-type: none"> Apply, with guidance, personal preferences in the evaluation of music for specific purposes. Demonstrate appropriate audience behavior for the context and style of music performed. 	<ul style="list-style-type: none"> Class discussion School assemblies