

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?

3rd 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 alone and with others do re mi so la do songs. ● Improvise rhythmic and melodic ideas and describe connections to specific purpose and context. 	<ul style="list-style-type: none"> ● Repertoire selections pg. 22 ● Classroom performances pg. 11
CR 1 B	Students will: <ul style="list-style-type: none"> ● Identify AB, ABA, and ABC patterns. ● Identify long and short phrases. ● Sing songs in round and canon forms. ● Expand knowledge of rondo form including the use of introductions and codas. 	<ul style="list-style-type: none"> ● Listening activities pg. 49 ● Repertoire selections pg. 23
CR 2 A	Students will: <ul style="list-style-type: none"> ● Create movement sequence with a beginning, middle, and end. 	Movement activities
CR 2 B CR 3 A	Students will: <ul style="list-style-type: none"> ● Explore and perform rhythmic and melodic improvisations. 	Class performance
CR 2 B	Students will: <ul style="list-style-type: none"> ● Read, perform and identify dotted half note/rest, triplet, and sixteenth notes in addition to half note/rest, whole note/rest, quarter note/rest and 2 eighth notes. 	Notation activities pg. 38
CR 3 A	Students will: <ul style="list-style-type: none"> ● Evaluate and refine personal music creations using learned musical elements. Using dynamics, tempo, pitch, and timbre choices. ● Present final version of created music to peers or informal audience. 	<ul style="list-style-type: none"> ● Listening activities ● Class performance
B. PRESENT		
Interpret and share artistic work		
PR 4.1 A	Students will: <ul style="list-style-type: none"> ● Demonstrate and explain how the selection of music is influenced by personal interest cultural background knowledge and context. 	Class discussion
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. ● Recognize and identify instrument families. ● Categorize instruments by family groups. ● Sing songs, and learn singing games from various cultures. 	<ul style="list-style-type: none"> ● Listening activities ● Play or sing pg. 29 ● Class discussion pg. 55 ● Games and dances
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. ● Use a system of syllables for reading notation, and will use standard notation on the treble staff. ● Be able to recognize the directional relationship of the musical alphabet. ● Be able to recognize and build words using the lines and spaces on the staff. ● Recognize and understand notation of the treble clef. 	<ul style="list-style-type: none"> ● Listening activities ● Notation activities pg. 124

PR 4.3 C	Students will: <ul style="list-style-type: none"> • Demonstrate how context informs performances (dynamics and tempo). 	Movement and class discussion
PR 5 A	Students will: <ul style="list-style-type: none"> • Explore and perform rhythmic and melodic improvisations. • Apply established criteria to evaluate ensemble and personal performances. 	<ul style="list-style-type: none"> • Class performance • Class discussion
PR 6 A	Students will: <ul style="list-style-type: none"> • Demonstrate steady beat while singing, listening to music, or rhythmically speaking. • Perform and recognize echo, call, and response songs. • Perform an Ostinato. 	<ul style="list-style-type: none"> • Body percussion • Repertoire selection • Class performance pgs. 18, 20
PR 6 A PR 6 B	Students will: <ul style="list-style-type: none"> • Perform folk dances from various cultures. 	Classroom performance pg. 15
PR 6 B	Students will: <ul style="list-style-type: none"> • Demonstrate appropriate audience behavior for context and venue. 	School concerts and field trips

C. RESPOND

Understand and evaluate how the arts convey meaning

Standard	Objective	Examples
RE 7 A	Students will: <ul style="list-style-type: none"> • Sing the National Anthem and Alaska Flag song. • Perform and recognize cumulative songs. • Explain how music is influenced by specific interests, experiences and purpose. 	<ul style="list-style-type: none"> • Repertoire selection • Class discussion
RE 7 B	Students will: <ul style="list-style-type: none"> • Differentiate between melody alone or with accompaniment. 	Listening activity pg. 6
RE 8 A	Students will: <ul style="list-style-type: none"> • Demonstrate knowledge of expressive qualities and how they convey a composer's/performer's intent (dynamics, tempo). • Demonstrate appropriate audience behavior for the context and style of music performed. 	<ul style="list-style-type: none"> • Class discussion pg. 7 • Field trip or school concert
RE 9 A	Students will: <ul style="list-style-type: none"> • Identify strong beat by movement. • Evaluate musical works and performance applying established criteria. 	<ul style="list-style-type: none"> • Movement activity pg. 63 • Listening activity

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Standard	Objective	Examples
CO 10 A	Students will: <ul style="list-style-type: none"> • Demonstrate the following partner skills: copy, following, mirroring, leading. 	Group activities pg. 61
CO 10 B	Students will: <ul style="list-style-type: none"> • Demonstrate non-locomotor (e.g., bend, twist, stretch, and swing) movement to express a musical idea. 	Movement activities pg. 79
CO 10 C	Students will: <ul style="list-style-type: none"> • Present, with guidance, their musical ideas to their peers or an informal audience. 	Class performance
CO 10 D	Students will: <ul style="list-style-type: none"> • Recognize how the performance is influenced by interest, knowledge and content. • Identify dynamic and tempo symbols. 	Class discussion
CO 11 A	Students will: <ul style="list-style-type: none"> • Understand the relationship between music and other content areas or cultures and daily life. 	Class discussion

CO 11 B	Students will: <ul style="list-style-type: none"> • Improvise using rhythmic, melodic and harmonic ideas. 	Class performance pg. 104
CO 11 C	Students will: <ul style="list-style-type: none"> • Identify how personal context can inform an audience. 	Class discussion
CO 11 D	Students will: <ul style="list-style-type: none"> • Demonstrate performance decorum and audience etiquette. • Perform music for a specific purpose with expression. 	<ul style="list-style-type: none"> • Field trips • School performance
CO 11 E	Students will: <ul style="list-style-type: none"> • Describe a musical performance based on the elements of music. 	Class discussion
CO 11 F	Students will: <ul style="list-style-type: none"> • Evaluate musical works and performances using established criteria. 	Class discussion