

Alaska Arts Standards for Music

A. CREATE	
Imagine and develop artistic ideas and work	
<i>Anchor Standard #1: Generate and conceptualize artistic ideas and work</i>	
Enduring Understanding	Essential Question
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
<i>Anchor Standard #2: Organize and develop artistic ideas and work</i>	
Enduring Understanding	Essential Question
Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.	How do musicians make creative decisions?
<i>Anchor Standard #3: Refine and complete artistic work</i>	
Enduring Understanding	Essential Question
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. PRESENT	
Interpret and share artistic work	
<i>Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production</i>	
Enduring Understanding	Essential Questions
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>Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production</i>	
Enduring Understanding	Essential Question
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>Anchor Standard #6: Perform, present, and/or produce artistic work</i>	
Enduring Understanding	Essential Question
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

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

Essential Question

How does understanding the structure and context of music inform a response?

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

Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question

How do we detect musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question

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

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

Essential Question

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

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?

4th 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 ti do songs. • Improvise rhythmic and melodic ideas and describe connections to specific purpose and context. 	<ul style="list-style-type: none"> • Repertoire selections pg. 95 • Classroom performance
CR 1 B	Students will: <ul style="list-style-type: none"> • Demonstrate AB, ABA, and ABC patterns. • Demonstrate 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. 7 • Repertoire selections pg. 2
CR 1 B CR 2 A	Students will: <ul style="list-style-type: none"> • Generate musical rhythms and melodies and simple accompaniment patterns. 	Notation activities pg. 7
CR 2 A	Students will: <ul style="list-style-type: none"> • Create a movement sequence with a beginning, middle, and end • Play recorder using the following notes: D, E, G, A, B, C, D. 	<ul style="list-style-type: none"> • Movement activities • Play instrument pg. 14
CR 2 B CR 3 A	Students will: <ul style="list-style-type: none"> • Explore and perform rhythmic and melodic improvisations. 	Classroom performance pg. 32
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. • Use standard or iconic notation to document musical ideas. 	Notation activities pg. 33
CR 3 A	Students will: <ul style="list-style-type: none"> • Create and refine personal music creations using learned musical elements. 	Classroom 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 interests, cultural background knowledge, context and technical skill. 	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 pg. 55 • Play instrument or sing • Class discussion pgs. 16, 119 • 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. 	<ul style="list-style-type: none"> • Listening activities • Notation activities pg. 65

	<ul style="list-style-type: none"> Recognize and understand notation of the treble clef. 	
PR 4.3 C	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate and explain how context informs performances (dynamics, timbre, and tempo). 	Movement activities and class discussion- pg. 55
PR 5 A	<p>Students will:</p> <ul style="list-style-type: none"> Explore and perform rhythmic and melodic improvisations using established criteria. Apply established criteria to evaluate ensemble and personal performances. 	<ul style="list-style-type: none"> Class performance Class discussion
PR 6 A	<p>Students will:</p> <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 based on a bourdun. Recognize and perform I-V Chords 	<ul style="list-style-type: none"> Body percussion pg. 51 Repertoire songs pg. 107 Class performance Listening activities pg. 83
PR 6 A PR 6 B	<p>Students will:</p> <ul style="list-style-type: none"> Perform folk dances from various cultures. 	Classroom or school performance pg. 128
PR 6 B	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate appropriate audience behavior for context, venue and genre. 	School assemblies and field trips

C. RESPOND

Understand and evaluate how the arts convey meaning

Standard	Objective	Examples
RE 7 A	<p>Students will:</p> <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	<p>Students will:</p> <ul style="list-style-type: none"> Differentiate between melody alone or with accompaniment. 	Listening activity pg. 58
RE 8 A	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate appropriate audience behavior for the context and style of music performed. Explain expressive qualities and how they convey a composer's/performer's intent (dynamics, tempo, timbre). 	<ul style="list-style-type: none"> School assemblies or field trips Class discussion pgs. 51, 85
RE 9 A	<p>Students will:</p> <ul style="list-style-type: none"> Identify strong beat by movement. Evaluate music based on the musical elements. 	<ul style="list-style-type: none"> Movement activity pg. 101 Listening activity

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Standard	Objective	Examples
CO 10 A	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate the following partner skills: copy, following, mirroring, leading. 	Group activities pgs. 80, 71
CO 10 B	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate non-locomotor (e.g., bend, twist, stretch, and swing) movements. 	Movement activities
CO 10 C	<p>Students will:</p> <ul style="list-style-type: none"> Present, with guidance, their musical ideas to their peers or an informal audience. 	Class performance
CO 10 D	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate changing dynamics. Apply dynamic and tempo symbols. 	Class performance

CO 11 A	Students will: <ul style="list-style-type: none"> • Demonstrate the relationship between music and other content areas or cultures and daily life. 	Class discussion pg. 82
CO 11 B	Students will: <ul style="list-style-type: none"> • Improvise using rhythmic, melodic and harmonic ideas. 	Class performance
CO 11 C	Students will: <ul style="list-style-type: none"> • Explain how context informs performances. 	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 performances
CO 11 E	Students will: <ul style="list-style-type: none"> • Create a musical performance based on the elements of music. 	Class performance
CO 11 F	Students will: <ul style="list-style-type: none"> • Evaluate musical works and performances using established criteria. 	Class discussion