

# 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?

# 5<sup>th</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 alone and with a major scale.</li> <li>● Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (personal, historical, culture).</li> </ul>	<ul style="list-style-type: none"> <li>● Repertoire selections-pgs. 3, 7</li> <li>● Classroom performance</li> </ul>
<b>CR 1 B</b>	Students will: <ul style="list-style-type: none"> <li>● Apply AB, ABA, and ABC patterns.</li> <li>● Apply long and short phrases.</li> <li>● Sing songs in round and canon forms.</li> <li>● Expand knowledge of rondo form including the use of introductions and codas.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening activity-pg. 1</li> <li>● Repertoire selection pg. 52</li> </ul>
<b>CR 1 B</b> <b>CR 2 A</b>	Students will: <ul style="list-style-type: none"> <li>● Generate musical rhythms and melodies and simple accompaniment patterns with specific tonalities, meters, and simple chords.</li> </ul>	Notation activity-pg. 18
<b>CR 2 A</b>	Students will: <ul style="list-style-type: none"> <li>● Create a movement sequence with a beginning, middle, and end</li> <li>● Play recorder using the following notes: D, E, G, A, B, C, D.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement activity-pg. 42</li> <li>● Play instrument-pg. 84</li> </ul>
<b>CR 2 B</b> <b>CR 3 A</b>	Students will: <ul style="list-style-type: none"> <li>● Explore and perform rhythmic and melodic improvisations in a pentatonic scale.</li> </ul>	Classroom performance
<b>CR 2 B</b>	Students will: <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use standard or iconic notation to document musical ideas.</li> </ul>	Notation activity-pg. 78
<b>CR 3 A</b>	Students will: <ul style="list-style-type: none"> <li>● Present final version of personal created music to others that demonstrates learned musical elements.</li> </ul>	Classroom or school performance
<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>● Demonstrate and explain how the selection of music is influenced by personal interest, cultural background knowledge, context and technical skill.</li> </ul>	Class discussion
<b>PR 4.2 A</b>	Students will: <ul style="list-style-type: none"> <li>● Recognize changing dynamics.</li> <li>● Identify dynamic and tempo symbols.</li> <li>● Demonstrate and identify melodic contour.</li> <li>● Identify the home tone.</li> <li>● Recognize and identify instrument families.</li> <li>● Categorize instruments by family groups.</li> <li>● Sing songs, and learn singing games from various cultures.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening activity-pg. 27</li> <li>● Play instrument or sing-pg. 65</li> <li>● Listening skills-pg. 58</li> <li>● Class discussion-pg. 63</li> <li>● Games and dances</li> </ul>
<b>PR 4.2 B</b>	Students will: <ul style="list-style-type: none"> <li>● Differentiate between repeated tones and tones that move.</li> <li>● Differentiate between skip and step in the melody line.</li> <li>● Use a system of syllables for reading notation, and will use standard notation on the treble staff.</li> <li>● Be able to recognize the directional relationship of the musical alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening activity-pg. 63</li> <li>● Notation activity-pg. 20</li> </ul>

	<ul style="list-style-type: none"> <li>Be able to recognize and build words using the lines and spaces on the staff.</li> <li>Recognize and understand notation of the treble clef.</li> <li>Analyze, read and perform using standard notation.</li> </ul>	
<b>PR 4.3 C</b>	Students will: <ul style="list-style-type: none"> <li>Explain how context informs performances (dynamics, timbre, tempo, articulation, and style).</li> </ul>	Movement activity and class discussion-pg. 102
<b>PR 5 A</b>	Students will: <ul style="list-style-type: none"> <li>Explore and perform rhythmic and melodic improvisations.</li> <li>Apply established criteria to evaluate ensemble and personal performances.</li> </ul>	<ul style="list-style-type: none"> <li>Class performance-pg. 102</li> <li>Class discussion</li> </ul>
<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> <li>Perform with technical accuracy and appropriate interpretation alone or with others.</li> <li>Perform an Ostinato based on a bourdun.</li> <li>Recognize and perform I-V Chords</li> </ul>	<ul style="list-style-type: none"> <li>Body percussion-pg. 18</li> <li>Class performance</li> <li>School performance</li> </ul>
<b>PR 6 A</b> <b>PR 6 B</b>	Students will: <ul style="list-style-type: none"> <li>Perform folk dances from various cultures.</li> </ul>	Movement activity-pg. 49
<b>PR 6 B</b>	Students will: <ul style="list-style-type: none"> <li>Demonstrate appropriate audience behavior for context, venue, genre, and style.</li> </ul>	School assemblies and field trips

### C. RESPOND

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

Standard	Objective	Examples
<b>RE 7 A</b>	Students will: <ul style="list-style-type: none"> <li>Sing the National Anthem and Alaska Flag song.</li> <li>Perform and recognize cumulative songs.</li> <li>Explain how music is influenced by specific interests, experiences and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Repertoire selection</li> <li>Class discussion</li> </ul>
<b>RE 7 B</b>	Students will: <ul style="list-style-type: none"> <li>Differentiate between melody alone or with accompaniment.</li> <li>Explain how musical responses to music are informed by the structure, the use of elements and context.</li> </ul>	<ul style="list-style-type: none"> <li>Listening activity-pg. 76</li> <li>Class discussion</li> </ul>
<b>RE 8 A</b>	Students will: <ul style="list-style-type: none"> <li>Demonstrate appropriate audience behavior for the context and style of music performed.</li> <li>Explain expressive qualities and how they convey a composer's/performer's intent (dynamics, tempo, timbre, and articulation).</li> </ul>	<ul style="list-style-type: none"> <li>School assemblies or field trips</li> <li>Class discussion</li> </ul>
<b>RE 9 A</b>	Students will: <ul style="list-style-type: none"> <li>Identify strong beat by movement.</li> <li>Evaluate music based on the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>Movement activity-pg. 95</li> <li>Listening activity</li> </ul>

### D. CONNECT

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

Standard	Objective	Examples
<b>CO 10 A</b>	Students will: <ul style="list-style-type: none"> <li>Demonstrate the following partner skills: copy, following, mirroring, leading.</li> </ul>	Group activity-pg. 69
<b>CO 10 B</b>	Students will: <ul style="list-style-type: none"> <li>Demonstrate non-locomotor (e.g., bend, twist, stretch, and swing) movements.</li> </ul>	Movement activity-pg. 69
<b>CO 10 C</b>	Students will: <ul style="list-style-type: none"> <li>Present, with guidance, their musical ideas to their peers or an informal audience.</li> </ul>	Class performance

<b>CO 10 D</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate changing dynamics.</li> <li>• Apply dynamic and tempo symbols.</li> </ul>	Class performance
<b>CO 11 A</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate understanding the relationship between music and other content areas or cultures and daily life.</li> </ul>	Class discussion-pg. 39
<b>CO 11 B</b>	Students will: <ul style="list-style-type: none"> <li>• Improvise rhythmic, melodic and harmonic ideas.</li> </ul>	Class performance-pg. 17
<b>CO 11 C</b>	Students will: <ul style="list-style-type: none"> <li>• Explain how context informs performances.</li> </ul>	Class discussion
<b>CO 11 D</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate performance decorum and audience etiquette.</li> <li>• Perform music for a specific purpose with expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Field trips</li> <li>• School performances</li> </ul>
<b>CO 11 E</b>	Students will: <ul style="list-style-type: none"> <li>• Analyze a musical performance based on the elements of music.</li> </ul>	Class discussion
<b>CO 11 F</b>	Students will: <ul style="list-style-type: none"> <li>• Evaluate musical works and performances using established criteria.</li> </ul>	Class discussion