

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

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?

Kindergarten Music

A. CREATE		
Imagine and develop artistic ideas and work		
Standard	Objective	Examples
CR 1 A	Students will: <ul style="list-style-type: none"> Explore and experience musical ideas with guidance. Explore steady beat. Identify patterns. Explore the ability to define and maintain personal space. Explore locomotor and non-locomotor movement. 	<ul style="list-style-type: none"> Fast/slow, high/low, loud/soft Body Percussion-Game Plan pg. 42 Same and different Bubble space Walk, jump, skip, hop, gallop, swing, bend, twist
CR 1 B	Students will: <ul style="list-style-type: none"> Generate musical ideas with guidance. 	Dramatic play-Miss Lucy pg. 89
CR 2 A	Students will: <ul style="list-style-type: none"> Explore and choose favorite musical ideas with guidance. 	Repertoire selections-Rain Storm pg. 98
CR 2 B	Students will: <ul style="list-style-type: none"> Organize personal musical ideas with guidance. 	Popsicle stick notation, representation of long/short sounds
CR 3 A	Students will: <ul style="list-style-type: none"> Present, with guidance, their musical ideas to their peers or an informal audience. 	Classroom performance
B. PRESENT		
Interpret and share artistic work		
Standard	Objective	Examples
PR 4.1 A	Students will: <ul style="list-style-type: none"> Explore songs, and learn singing games from various cultures. 	Folk dance, play party games multicultural activities
PR 4.2 A	Students will: <ul style="list-style-type: none"> Demonstrate steady beat while singing, listening to music, or rhythmically speaking. Explore and demonstrate knowledge of contrasting musical concepts. 	<ul style="list-style-type: none"> Body percussion High/low, long/short-Fall Leaves pg. 36 Pre-rhythm cards
PR 4.2 B	Students will: <ul style="list-style-type: none"> Read, perform and identify quarter note/rest and 2 eighth notes. 	Iconic notation pg. 64
PR 4.3 A	Students will: <ul style="list-style-type: none"> Explore recognition of short/long sounds, and sound/silence. Explore changing dynamics and tempos. 	<ul style="list-style-type: none"> Ta, Ti-ti activities, cobbler Games/dances
PR 5 A	Students will: <ul style="list-style-type: none"> Apply, with guidance, personal, teacher, and peer feedback to refine performances. 	In class performance, bubble pg. 42
PR 6 A	Students will: <ul style="list-style-type: none"> With guidance, perform music with expression. 	School performance
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"> List personal interests and experiences and demonstrate why they prefer some music selections over others. Sing songs and learn singing games from various cultures. 	<ul style="list-style-type: none"> Listening activities pg. 76 Folk songs
RE 7 B	Students will: <ul style="list-style-type: none"> Recognize and demonstrate loud/soft, fast/slow. Recognize and explore the timbre of non-pitched instruments (woods, skins, metals, shakers and scrapers) Demonstrate how a specific music concept (beat, melodic direction) is used in music. 	<ul style="list-style-type: none"> Movement activity Play percussion instruments Movement activity
RE 8 A	Students will: <ul style="list-style-type: none"> Identify expressive qualities (dynamics, tempo) that reflect a creators'/performers' expressive intent (mood/emotion), with guidance. 	Movement activity pg. 46
RE 9 A	Students will: <ul style="list-style-type: none"> Apply personal and expressive preferences in the evaluation of music, with guidance. 	Class discussion

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 how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. 	Movement activity pg. 63
CO 10 B	Students will: <ul style="list-style-type: none"> Demonstrate a final version of personal musical ideas to peers, with guidance. 	Performance
CO 10 C	Students will: <ul style="list-style-type: none"> Demonstrate and state interest in varied musical selections, with guidance. 	Class discussion music choice day
CO 10 D	Students will: <ul style="list-style-type: none"> Demonstrate awareness of expressive qualities (voice quality, dynamics, tempo) that support the creators' expressive intent. Explore the ability to define and maintain personal space. Explore movement locomotor and non-locomotor. 	<ul style="list-style-type: none"> Movement activity pg. 28 Bubble space Movement activity
CO 11 A	Students will: <ul style="list-style-type: none"> Explore understanding of relationships between music and the other arts, other disciplines, caries contexts, and daily life. 	Classroom discussion
CO 11 B	Students will: <ul style="list-style-type: none"> Explore and demonstrate awareness of music contrasts (high/low, loud/soft, same/different) in variety of music selected for performance, with guidance. 	Movement activity pg. 65
CO 11 C	Students will: <ul style="list-style-type: none"> Demonstrate how a specific music concept (beat, melodic direction) is used in music, with guidance. 	Movement activity pg. 83
CO 11 D	Students will: <ul style="list-style-type: none"> Apply personal and expressive preferences in the evaluation of music with guidance. 	Listening activities