



Music Pacing Guide

Fourth Grade

Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

- KEY
- Essential Standard
 - Supporting Standard

Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of Performing.</p>		
<p>Artistic Process: Performing Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> ● MU.PR.4.4a ● MU.PR.4.4b ● MU.PR.4.4c ● MU.PR.4.4d <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> ● MU.PR.5.4a ● MU.PR.5.4b <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> ● MU.PR.6.4a ● MU.PR.6.4b 	<p>Artistic Process: Creating Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.1.4a ● MU.CR.1.4b <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.2.4a ● MU.CR.2.4b <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> ● MU.CR.3.4a ● MU.CR.3.4b 	<p>Artistic Process: Responding Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> ● MU.RE.7.4a ● MU.RE.7.4b <p>Anchor Standard 8- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> ● MU.RE.8.4 <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> ● MU.RE.9.4 	<p>Artistic Process: Connecting Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> ● MU.CN.10.4a ● MU.CN.10.4b <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> ● MU.CN.11.4a ● MU.CN.11.4b

Sample Year Long Planning Schedule for 4th Grade

All lesson plans reference Silver Burdett, Making Music Series

Lesson 1		Lesson 10		Lesson 19		Lesson 28	
Lesson 2		Lesson 11		Lesson 20		Lesson 29	
Lesson 3		Lesson 12		Lesson 21		Lesson 30	
Lesson 4		Lesson 13		Lesson 22		Lesson 31	
Lesson 5		Lesson 14		Lesson 23		Lesson 32	
Lesson 6		Lesson 15		Lesson 24		Lesson 33	
Lesson 7		Lesson 16		Lesson 25		Lesson 34	
Lesson 8		Lesson 17		Lesson 26		Lesson 35	
Lesson 9		Lesson 18		Lesson 27		Lesson 36	

Sample 40 Minute Daily Routine for [Grade 4](#)

End of Year Outcomes

create

- Rhythms using ta, ti, tiki, and too.
- Melodies using both major and minor tonalities.
- Harmonies with do-mi-sol and la-do-mi.
- A final composition that includes both original rhythms and melodies.



Connect In 4th Grade Music I CAN...

- With music from other cultures.
- With music from my own family/culture.
- With music from the Romantic and Modern musical period and include similarities between music, art, and language arts during that period.



Perform

- Music with appropriate dynamics, tempo, and expression.
- By following the conductor and relying on gestures to determine tempo and dynamics.
- A variety of rhythms including ta, ti-ti, and tiki-tiki.
- Simple melodies using solfege and the accompanying hand signs.

Respond

- To the music of a variety of composers from the Romantic and Modern periods.*
- To a variety of musical venues and identify the purpose of each.*

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
● MU.CR.1.4a	a. Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).	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?		
● MU.CR.1.4b	b. Generate musical ideas (e.g. rhythms, melodies, and simple accompaniment patterns) within related tonalities (e.g. major and minor) and meters.			
Anchor Standard #2 - Organize and develop artistic ideas and work				
● MU.CR.2.4a	a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
● MU.CR.2.4b	b. Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g. chords).			
Anchor Standard #3 - Refine and complete artistic work				
● MU.CR.3.4a	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their creative work?		
● MU.CR.3.4b	b. Present the final version of personally or collectively created			

	music to others and explain their creative process.			
Artistic Process - Performing				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
<ul style="list-style-type: none"> MU.PR.4.4a 	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	<p>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question(s): How do performers select repertoire?</p>		
<ul style="list-style-type: none"> MU.PR.4.4b 	b. Demonstrate understanding of the form in music selected for performance.	<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>		
<ul style="list-style-type: none"> MU.PR.4.4c 	c. Read and perform using notation (e.g. syncopation).	<p>Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		
<ul style="list-style-type: none"> MU.PR.4.4d 	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>		
Anchor Standard #5 - Develop and refine artistic work for presentation				
<ul style="list-style-type: none"> MU.PR.5.4a 	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	<p>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>		
<ul style="list-style-type: none"> MU.PR.5.4b 	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	<p>Essential Question(s): How do musicians improve the quality of their performance?</p>		
Anchor Standard #6 - Convey meaning through the presentation of artistic work				

<ul style="list-style-type: none"> MU.PR.6.4a 	<p>a. Perform music with appropriate expression, technique, and interpretation.</p>	<p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.</p>		
<ul style="list-style-type: none"> MU.PR.6.4b 	<p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		
<p>Artistic Process - Responding</p>				
<p>Anchor Standard #7 - Perceive and analyze artistic work</p>				
<ul style="list-style-type: none"> MU.RE.7.4a 	<p>a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.</p>	<p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question(s): How do individuals choose music to experience?</p>		
<ul style="list-style-type: none"> MU.RE.7.4b 	<p>b. Demonstrate and explain how musical concepts and contexts affect responses to music.</p>	<p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question(s): How do individuals choose music to experience?</p>		
<p>Anchor Standard #8 - Interpret intent and meaning in artistic work</p>				
<ul style="list-style-type: none"> MU.RE.8.4 	<p>a. Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent.</p>	<p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</p>		
<p>Anchor Standard #9 - Apply criteria to evaluate artistic work</p>				
<ul style="list-style-type: none"> MU.RE.9.4 	<p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.</p>	<p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>		

Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• MU.CN.10.4a	a. Identify pieces of music that are important to one's family or cultural heritage.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
• MU.CN.10.4b	b. Describe the roles and impact various musics plays in one's life and the lives of others.			
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• MU.CN.11.4a	a. Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
• MU.CN.11.4b	b. Describe how context (e.g. social, cultural, and historical) can inform a performance.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



Music Pacing Guide

Fifth Grade

Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

- KEY
- Essential Standard
 - Supporting Standard

Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of Performing.</p>		
<p>Artistic Process: Performing Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> ● MU.PR.4.5a ● MU.PR.4.5b ● MU.PR.4.5c ● MU.PR.4.5d <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> ● MU.PR.5.5a ● MU.PR.5.5b <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> ● MU.PR.6.5a ● MU.PR.6.5b 	<p>Artistic Process: Creating Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.1.5a ● MU.CR.1.5b <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.2.5a ● MU.CR.2.5b <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> ● MU.CR.3.5a ● MU.CR.3.5b 	<p>Artistic Process: Responding Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> ● MU.RE.7.4a ● MU.RE.7.4b <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> ● MU.RE.8.4 <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> ● MU.RE.9.4 	<p>Artistic Process: Connecting Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> ● MU.CN.10.5a ● MU.CN.10.5b <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> ● MU.CN.11.5a ● MU.CN.11.5b

Sample Year Long Planning Schedule for 5th Grade

All lesson plans reference Silver Burdett, Making Music Series

Lesson 1		Lesson 10		Lesson 19		Lesson 28	
Lesson 2		Lesson 11		Lesson 20		Lesson 29	
Lesson 3		Lesson 12		Lesson 21		Lesson 30	
Lesson 4		Lesson 13		Lesson 22		Lesson 31	
Lesson 5		Lesson 14		Lesson 23		Lesson 32	
Lesson 6		Lesson 15		Lesson 24		Lesson 33	
Lesson 7		Lesson 16		Lesson 25		Lesson 34	
Lesson 8		Lesson 17		Lesson 26		Lesson 35	
Lesson 9		Lesson 18		Lesson 27		Lesson 36	

Sample 40 Minute Daily Routine for [Grade 5](#)

End of Year Outcomes

create

- Improvised musical ideas including rhythms, melodies, and movements
- Music using standard notation
- Music conveying different moods and using both major and minor tonalities



Connect In 5th Grade Music I CAN...

- With music from other cultures.
- With music from my own family/culture.
- With music from the Baroque and Classical musical period and include similarities between music, art, and language arts during that period.



Perform

- Music with appropriate dynamics, tempo, and expression.
- Final version of a personal composition alone or with a group
- Rhythmic and melodic phrases using standard notation
 - In multi-part ensembles, both vocally and instrumentally
- Using appropriate singing technique including posture and breathing

Respond

- To music in various forms: AB, ABA, Rondo, AABA
- And recognize changes in tempo and dynamics within a given piece
 - To composer's intent
- To the conductor and follow gestures and changes in meter

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
● MU.CR.1.5a	a. Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).	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?		
● MU.CR.1.5b	b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes.			
Anchor Standard #2 - Organize and develop artistic ideas and work				
● MU.CR.2.5a	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions.	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
● MU.CR.2.5b	b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).			
Anchor Standard #3 - Refine and complete artistic work				
● MU.CR.3.5a	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their creative work?		
● MU.CR.3.5b	b. Present the final version of personally or collectively			

	created music to others and explain their creative process.			
Artistic Process - Performing				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
• MU.PR.4.5a	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?		
• MU.PR.4.5b	b. Demonstrate understanding of the form in music selected for performance.	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.		
• MU.PR.4.5c	c. Read and perform using notation (e.g. syncopation).	Essential Question(s): How does understanding the structure and context of musical works inform performance?		
• MU.PR.4.5d	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?		
Anchor Standard #5 - Develop and refine artistic work for presentation				
• MU.PR.5.5a	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?		
• MU.PR.5.5b	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.			

Anchor Standard #6 - Convey meaning through the presentation of artistic work				
● MU.PR.6.5a	a. Perform music with appropriate expression, technique, and interpretation.	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		
● MU.PR.6.5b	b. Demonstrate performance and audience decorum appropriate for the occasion.			
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
● MU.RE.7.5a	a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?		
● MU.RE.7.5b	b. Demonstrate and explain how musical concepts and contexts affect responses to music.			
Anchor Standard #8 - Interpret intent and meaning in artistic work				
● MU.RE.8.5	a. Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?		
Anchor Standard #9 - Apply criteria to evaluate artistic work				
● MU.RE.9.5	a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of		

		musical work(s) and performance(s)?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
<ul style="list-style-type: none"> MU.CN.10.5a 	a. Explain why particular pieces of music are important to one's family or cultural heritage.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		
<ul style="list-style-type: none"> MU.CN.10.5b 	b. Describe the roles and impact various musics plays in one's life and the lives of others.	Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
<ul style="list-style-type: none"> MU.CN.11.5a 	a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
<ul style="list-style-type: none"> MU.CN.11.5b 	b. Describe how context (e.g. social, cultural, and historical) can inform a performance.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



Music Pacing Guide

Sixth Grade

Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

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Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

- KEY
- **Essential Standard**
 - **Supporting Standard**

Part 1 - Standards Overview

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Sample Year Long Planning Schedule for 6th Grade

All lesson plans reference Silver Burdett, Making Music Series

Lesson 1		Lesson 10		Lesson 19		Lesson 28	
Lesson 2		Lesson 11		Lesson 20		Lesson 29	
Lesson 3		Lesson 12		Lesson 21		Lesson 30	
Lesson 4		Lesson 13		Lesson 22		Lesson 31	
Lesson 5		Lesson 14		Lesson 23		Lesson 32	
Lesson 6		Lesson 15		Lesson 24		Lesson 33	
Lesson 7		Lesson 16		Lesson 25		Lesson 34	
Lesson 8		Lesson 17		Lesson 26		Lesson 35	
Lesson 9		Lesson 18		Lesson 27		Lesson 36	

Sample 40 Minute Daily Routine for [Grade 6](#)

End of Year Outcomes

create

- Musical ideas within related tonalities
- Music using different meters (2/4, 3/4, 4/4, 6/8)
- Simple chord changes
- A song with a solidified beginning, middle, and end



Perform

- Music with appropriate dynamics, tempo, and expression.
- Music in standard notation with syncopation
- Music with expressive intent and explain choices
- With appropriate including breathing, posture, and diction



Connect In 6th Grade Music I CAN...

- With music from other cultures.
- With music from my own family/culture.
- With music from the Romantic and Modern musical period and include similarities between music, art, and language arts during that period.

Respond

- To the music of a variety of composers from different cultures and ethnicities
- To the musical choices of peers and compare and contrast listening preferences

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
● MU.CR.1.6a	a. Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g. AB, ABA, rondo, theme and variations, etc).	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?		
● MU.CR.1.6b	b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.			
Anchor Standard #2 - Organize and develop artistic ideas and work				
● MU.CR.2.6a	a. Demonstrate selected and developed ideas for improvisations, arrangements, or compositions with (e.g. defined beginning, middle, and ending).	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
● MU.CR.2.6b	b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).			
Anchor Standard #3 - Refine and complete artistic work				
● MU.CR.3.6a	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.		

<ul style="list-style-type: none"> MU.CR.3.6b 	<p>b. Present the final version of personally or collectively created music to others and explain their creative process.</p>	<p>Essential Question: How do musicians improve the quality of their creative work?</p>		
<p>Artistic Process - Performing</p>				
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>				
<ul style="list-style-type: none"> MU.PR.4.6a 	<p>a. Select music to perform using teacher-provided criteria.</p>	<p>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question(s): How do performers select repertoire?</p>		
<ul style="list-style-type: none"> MU.PR.4.6b 	<p>b. Demonstrate understanding of the form in music selected for performance.</p>	<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>		
<ul style="list-style-type: none"> MU.PR.4.6c 	<p>c. Read and perform using notation (e.g. syncopation).</p>	<p>Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		
<ul style="list-style-type: none"> MU.PR.4.6d 	<p>d. Explain how interpretation is connected to expressive intent (e.g. Context)</p>	<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>		
<p>Anchor Standard #5 - Develop and refine artistic work for presentation</p>				
<ul style="list-style-type: none"> MU.PR.5.6a 	<p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p>	<p>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>		
<ul style="list-style-type: none"> MU.PR.5.6b 	<p>b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.</p>	<p>Essential Question(s): How do musicians improve the quality of their performance?</p>		
<p>Anchor Standard #6 - Convey meaning through the presentation of artistic work</p>				

<ul style="list-style-type: none"> MU.PR.6.6a 	<p>a. Perform music with appropriate expression, technique, and interpretation.</p>	<p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.</p>		
<ul style="list-style-type: none"> MU.PR.6.6b 	<p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<p>Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		
<p>Artistic Process - Responding</p>				
<p>Anchor Standard #7 - Perceive and analyze artistic work</p>				
<ul style="list-style-type: none"> MU.RE.7.6a 	<p>a. Compare and contrast one's listening preferences with those of others.</p>	<p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question(s): How do individuals choose music to experience?</p>		
<ul style="list-style-type: none"> MU.RE.7.6b 	<p>b. Demonstrate and explain how musical concepts and contexts affect responses to music.</p>	<p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question(s): How do individuals choose music to experience?</p>		
<p>Anchor Standard #8 - Interpret intent and meaning in artistic work</p>				
<ul style="list-style-type: none"> MU.RE.8.6 	<p>a. Demonstrate and describe expressive attributes and context and how they support creators'/ performers' expressive intent.</p>	<p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</p>		<p>Scoring For Animation</p>
<p>Anchor Standard #9 - Apply criteria to evaluate artistic work</p>				
<ul style="list-style-type: none"> MU.RE.9.6 	<p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.</p>	<p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>		

Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• MU.CN.10.6a	a. Explain why particular pieces of music are important to one's family or cultural heritage.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
• MU.CN.10.6b	b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.			
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• MU.CN.11.6a	a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
• MU.CN.11.6b	b. Identify and describe how context (e.g. social, cultural, and historical) can inform a performance.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



Music Pacing Guide

Seventh Grade

Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY ● **Essential Standard**
● **Supporting Standard**

Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of Performing.</p>		
<p>Artistic Process: Performing Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> ● MU.PR.4.7a ● MU.PR.4.7b ● MU.PR.4.7c ● MU.PR.4.7d <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> ● MU.PR.5.7a ● MU.PR.5.7b <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> ● MU.PR.6.7a ● MU.PR.6.7b 	<p>Artistic Process: Creating Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.1.7a ● MU.CR.1.7b <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.2.7a ● MU.CR.2.7b <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> ● MU.CR.3.7a ● MU.CR.3.7b 	<p>Artistic Process: Responding Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> ● MU.RE.7.7a ● MU.RE.7.7b <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> ● MU.RE.8.7 <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> ● MU.RE.9.7 	<p>Artistic Process: Connecting Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> ● MU.CN.10.7a ● MU.CN.10.7b <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> ● MU.CN.11.7a ● MU.CN.11.7b

Sample 40 Minute Daily Routine for [Grade 7](#)

End of Year Outcomes

create

- Music that includes a designated form (intros, coda, transitions)
 - Musical ideas within a given tonality and meter
- Using standard notation and edit compositions based on critique
- Improvisations based on given parameters



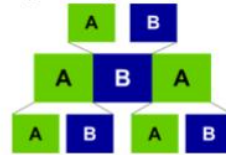
In Middle School Music I CAN...

Connect

- With music from other cultures
- With music from my own family/culture
- With music from several musical periods and include similarities between music, art, and language arts during that period

Perform

- Music that includes a designated form (intros, coda, transitions)
 - Musical ideas within a given tonality and meter
- Using standard notation and edit compositions based on critique
- Improvisations based on given parameters



Respond

And compare/contrast preferences with those of a peer
To performer/composer intent and expression used
And evaluate works and performances based on given criteria

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
● MU.CR.1.7a	a. Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g. AB, ABA, rondo, theme and variations, etc).	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?		
● MU.CR.1.7b	b. Generate coherent musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.			
Anchor Standard #2 - Organize and develop artistic ideas and work				
● MU.CR.2.7a	a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g. with unity and variety).	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
● MU.CR.2.7b	b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.			
Anchor Standard #3 - Refine and complete artistic work				
● MU.CR.3.7a	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality		

<ul style="list-style-type: none"> MU.CR.3.7b 	<p>b. Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.</p>	<p>of their creative work?</p>		
<p>Artistic Process - Performing</p>				
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>				
<ul style="list-style-type: none"> MU.PR.4.7a 	<p>a. Select music to perform using teacher-provided criteria and explain reasons for choices.</p>	<p>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question(s): How do performers select repertoire?</p>		
<ul style="list-style-type: none"> MU.PR.4.7b 	<p>b. Demonstrate understanding of the form in music selected for performance.</p>	<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>		
<ul style="list-style-type: none"> MU.PR.4.7c 	<p>c. Read and perform using notation (e.g. syncopation).</p>	<p>Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		
<ul style="list-style-type: none"> MU.PR.4.7d 	<p>d. Explain how interpretation is connected to expressive intent in various musics.</p>	<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>		
<p>Anchor Standard #5 - Develop and refine artistic work for presentation</p>				
<ul style="list-style-type: none"> MU.PR.5.7a 	<p>a. Apply collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p>	<p>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>		
<ul style="list-style-type: none"> MU.PR.5.7b 	<p>b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.</p>	<p>Essential Question(s): How do musicians improve the quality of their performance?</p>		

Anchor Standard #6 - Convey meaning through the presentation of artistic work				
• MU.PR.6.7a	a. Perform music with appropriate expression, technique, and interpretation.	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		
• MU.PR.6.7b	b. Demonstrate performance and audience decorum appropriate for the occasion.			
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
• MU.RE.7.7a	a. Compare and contrast one's listening preferences with those of others.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?		
• MU.RE.7.7b	b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (e.g. personal and social).		Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How do individuals choose music to experience?	
Anchor Standard #8 - Interpret intent and meaning in artistic work				
• MU.RE.8.7	a. Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?		
Anchor Standard #9 - Apply criteria to evaluate artistic work				
• MU.RE.9.7	a. Apply collaboratively-developed criteria to evaluate musical works and performances.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of		

		musical work(s) and performance(s)?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
<ul style="list-style-type: none"> MU.CN.10.7a 	a. Identify examples of how music helps to create a sense of identity, community, and solidarity.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		
<ul style="list-style-type: none"> MU.CN.10.7b 	b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.	Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
<ul style="list-style-type: none"> MU.CN.11.7a 	a. Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
<ul style="list-style-type: none"> MU.CN.11.7b 	b. Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



Music Pacing Guide

Eighth Grade

Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

- KEY
- Essential Standard
 - Supporting Standard

Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of Performing.</p>		
<p>Artistic Process: Performing Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> ● MU.PR.4.8a ● MU.PR.4.8b ● MU.PR.4.8c ● MU.PR.4.8d <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> ● MU.PR.5.8a ● MU.PR.5.8b <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> ● MU.PR.6.8a ● MU.PR.6.8b 	<p>Artistic Process: Creating Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.1.8a ● MU.CR.1.8b <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> ● MU.CR.2.8a ● MU.CR.2.8b <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> ● MU.CR.3.8a ● MU.CR.3.8b 	<p>Artistic Process: Responding Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> ● MU.RE.7.8a ● MU.RE.7.8b <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> ● MU.RE.8.8 <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> ● MU.RE.9.8 	<p>Artistic Process: Connecting Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> ● MU.CN.10.8a ● MU.CN.10.8b <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> ● MU.CN.11.8a ● MU.CN.11.8b

Sample 40 Minute Daily Routine for [Grade 8](#)

End of Year Outcomes

create

- Music that includes a designated form (intros, coda, transitions)
 - Musical ideas within a given tonality and meter
- Using standard notation and edit compositions based on critique
- Improvisations based on given parameters



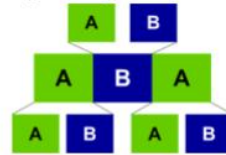
In Middle School Music I CAN...

Connect

- With music from other cultures
- With music from my own family/culture
- With music from several musical periods and include similarities between music, art, and language arts during that period

Perform

- Music that includes a designated form (intros, coda, transitions)
 - Musical ideas within a given tonality and meter
- Using standard notation and edit compositions based on critique
- Improvisations based on given parameters



Respond

And compare/contrast preferences with those of a peer
To performer/composer intent and expression used
And evaluate works and performances based on given criteria

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
<ul style="list-style-type: none"> MU.CR.1.8a 	a. Improvise rhythmic, melodic, and harmonic ideas within expanded forms (e.g. introductions, transitions, codas, etc.).	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?		
<ul style="list-style-type: none"> MU.CR.1.8b 	b. Generate coherent musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.			
Anchor Standard #2 - Organize and develop artistic ideas and work				
<ul style="list-style-type: none"> MU.CR.2.8a 	a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g. unity, variety, balance, tension, and release).	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
<ul style="list-style-type: none"> MU.CR.2.8b 	b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.			
Anchor Standard #3 - Refine and complete artistic work				
<ul style="list-style-type: none"> MU.CR.3.8a 	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality		

<ul style="list-style-type: none"> • MU.CR.3.8b 	<p>b. Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.</p>	<p>of their creative work?</p>		
<p>Artistic Process - Performing</p>				
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>				
<ul style="list-style-type: none"> • MU.PR.4.8a 	<p>a. Select music to perform using teacher-provided criteria and explain reasons for choices.</p>	<p>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question(s): How do performers select repertoire?</p>		
<ul style="list-style-type: none"> • MU.PR.4.8b 	<p>b. Compare and contrast the form in music selected for performance.</p>	<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>		
<ul style="list-style-type: none"> • MU.PR.4.8c 	<p>c. Read and perform using notation (e.g. syncopation).</p>	<p>Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		
<ul style="list-style-type: none"> • MU.PR.4.8d 	<p>d. Explain how interpretation is connected to expressive intent in various musics.</p>	<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>		
<p>Anchor Standard #5 - Develop and refine artistic work for presentation</p>				
<ul style="list-style-type: none"> • MU.PR.5.8a 	<p>a. Apply personally and/or collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p>	<p>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>		
<ul style="list-style-type: none"> • MU.PR.5.8b 	<p>b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.</p>	<p>Essential Question(s): How do musicians improve the quality of their performance?</p>		

Anchor Standard #6 - Convey meaning through the presentation of artistic work				
• MU.PR.6.8a	a. Perform music with appropriate expression, technique, and interpretation.	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		
• MU.PR.6.8b	b. Demonstrate performance and audience decorum appropriate for the occasion.			
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
• MU.RE.7.8a	a. Compare and contrast one's listening preferences with those of others.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?		
• MU.RE.7.8b	b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music.		Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How do individuals choose music to experience?	
Anchor Standard #8 - Interpret intent and meaning in artistic work				
• MU.RE.8.8	a. Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?		
Anchor Standard #9 - Apply criteria to evaluate artistic work				
• MU.RE.9.8	a. Apply personally and/or collaboratively-developed criteria to evaluate musical works and performances.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of		

		musical work(s) and performance(s)?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• MU.CN.10.8a	a. Explain how music helps to create a sense of identity, community, and solidarity.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		Music in my life
• MU.CN.10.8b	b. Reflect on and discuss the roles and impact various music plays in one's life and the lives of others.	Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• MU.CN.11.8a	a. Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
• MU.CN.11.8b	b. Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

COMMON CORE STANDARDS FOR THE RELATED ARTS

How are students literate in music?

Reading Standards	
<i>Knowledge of domain-specific vocabulary</i>	<ul style="list-style-type: none"> ● How do I use content-specific vocabulary in my content area? ● How do I ensure I am explicitly teaching my content area's vocabulary ● How do students read content-specific vocabulary in my content area? ● Why is it important for students to do this in my content area?
<i>Analyze, evaluate, and differentiate primary and secondary sources</i>	<ul style="list-style-type: none"> ● What are primary and secondary sources in my content area? (i.e. paintings in visual art, music recordings in music, websites in media, videos of sport events in PE, real time student performance) ● Why is it important for students to do this in my content area? ● How do I ensure students are analyzing and evaluating content-specific sources?
<i>Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams</i>	<ul style="list-style-type: none"> ● How are maps, timelines, flowcharts or diagrams used in my content area? ● Why is it important for students to do this in my content area? ● How will students synthesize the information found in maps, timelines, flowcharts or diagrams and are able to explain the information to another person?
Writing Standards	
<i>Write arguments on discipline-specific content and informative/explanatory texts</i>	<ul style="list-style-type: none"> ● How might I ask students to write an argument in my content area? ● What text, media, visual, or performance resources can be used as "text" to write arguments from? ● Why would students need to argue a point-of-view or perspective in my content area?
<i>Use of data, evidence, and reason to support arguments and claims</i>	<ul style="list-style-type: none"> ● What kind of data is specific to my content area? ● How do I use text, media, visual, or performance resources as data to reason or support arguments or claims?
<i>Use of domain-specific vocabulary</i>	<ul style="list-style-type: none"> ● How do students use content-specific vocabulary in their writing? ● Why is it important for students to be able to write about my content area?

*adapted from the www.corestandards.org

HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM)

Artistic Practice	DOK Level 1 Recall and Reproduction Having the knowledge required; do not need to "figure it out"	DOK Level 2 Connect or Apply Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing and Responding	<ul style="list-style-type: none"> Identify/ describe ways art represents what people see, hear, feel, believe Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music Describe how artists/ dancers might represent... Identify/ describe narrative conventions depicted in the arts 	<ul style="list-style-type: none"> Show relationships between (dance, music, film, etc.) and other arts forms Make observations or compare similarities/differences: styles, forms, techniques, etc. Explain possible reasons for selecting tools, medium, elements, principles, images, etc. Select a familiar artistic work to perform Explain the artist's central message 	<ul style="list-style-type: none"> Analyze/ find evidence of how a combination of elements or principles are used to achieve a desired effect or theme Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. Develop personal response to or interpretation of a work of art 	<ul style="list-style-type: none"> Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme) Perform an "old" idea in a new way
Historical, Social and Cultural Contexts	<ul style="list-style-type: none"> Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. Identify ways symbols and metaphors are used to represent universal ideas Locate symbols that represent... Identify/ describe characteristics and origins of dance/art/music genres 	<ul style="list-style-type: none"> Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/theatre/film Explain or compare how different art forms communicate culture, time period, issues Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/culture Explain/trace the evolution of arts forms across time periods 	<ul style="list-style-type: none"> Analyze how historical/cultural context is applied to develop theme in a performance or product Plan artworks based on historical, social, political, or cultural theme, concept, or representative style Apply problem solving strategies used among the arts, humanities, and sciences to solve visual "problems" 	<ul style="list-style-type: none"> Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration and Production	<ul style="list-style-type: none"> Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) Demonstrate a variety of movements, methods, techniques Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space) 	<ul style="list-style-type: none"> Select/use tools for specific artistic purposes Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. Use/apply choreographic forms to communicate ideas, feelings, concepts Improvise simple rhythmic variations Create examples or models that represent the same topic, concept, idea, etc. 	<ul style="list-style-type: none"> Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme Create/compose for a specific purpose, using appropriate processes, tools, techniques Create narrative art work depicting setting, characters, action, conflict, etc. Research a given style and develop personal interpretation of it 	<ul style="list-style-type: none"> Apply multiple sets of criteria to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)
Aesthetics, Criticism and Reflection	<ul style="list-style-type: none"> Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation Describe criteria used for executing technical or artistic quality 	<ul style="list-style-type: none"> Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response Critique examples and non-examples of a given technique, style, etc. 	<ul style="list-style-type: none"> Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual "problem") 	<ul style="list-style-type: none"> Formulate/ use multiple sets of criteria and evidence to critique a complex /multi-faceted performance or final product Compile and defend exemplars chosen to depict a theme or style

Part 3 - National Guidelines

The new National Core Arts Standards are framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes and creative practices, anchor and performance standards that students should attain, and model cornerstone assessments by which they can be measured. They emphasize the process-oriented nature of the arts and arts learning that guide the continuous and systematic operations of instructional improvement by:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards at the forefront of the work.
- Identifying Creative Practices as the bridge for the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual throughlines and articulate value and meaning within and across the arts discipline.
- Providing Model Cornerstone Assessments of student learning aligned to the Artistic Processes.

Rather than offering simply a compilation of individual skills and knowledge, the National Core Arts Standards integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans K-8 and is aligned to the philosophical foundations and lifelong goals.

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for	Artistically literate citizens know and understand artwork from varied

<p>individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.</p>	<p>historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.</p>
<p>Arts as Means to Wellbeing</p>	
<p>Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.</p>	<p>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</p>
<p>The Arts as Community Engagement</p>	
<p>The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.</p>	<p>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</p>

Anchor standards

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

Performance standards

Performance standards are discipline-specific grade-by-grade articulations of student achievement in the arts K-8. As such, the performance standards translate the anchor standards into specific, measurable learning goals.

Instructional Resources

The instructional resources include:

- Enduring understandings - are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.
- Essential questions - Described by Wiggins and McTighe as questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions—including thoughtful student questions—not just pat answers. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in your subject.

- Process components - the actions artists carry out as they complete each artistic process.
- Glossaries
- Cornerstone assessment with key traits. - Sample model cornerstone assessments are provided within the standards to illustrate the type of evidence needed to show attainment of desired learning. Key traits describe the criteria or “look-for’s” used to build evaluation tools for open-ended performance tasks.

The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts but equally important for science and mathematics learning, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings. Through arts teaching, students view, make, and discuss art works, and come to realize that the arts exist not in isolation, but within the multiple dimensions of time, space, culture, and history.