|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **K-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.** | | | | | |
|  | | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Create** | Connect Present Make/Evaluate/Refine Imagine/Plan | **FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics** *(glossary)***.** | **FA 5.4.1 Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.** | **FA 8.4.1 Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.** | **FA 12.4.1 Students will compose, arrange, improvise, read, and perform music with an analytical understanding of the language of music** *(glossary)***.** |
| FA 2.4.1.a Improvise tonal and rhythmic patterns to create musical ideas, with teacher support, relating to:   * specific purpose * interest * personal experience. | FA 5.4.1.a Generate concepts for original improvisation *(glossary)* or composition *(glossary)* from contrasting ideas, with teacher support, including:   * specific purpose/function * interest * personal experience * expressive potential. | FA 8.4.1.a Develop a compositional *(glossary)* idea for a specific purpose or mood, with teacher guidance, including:   * how elements of music *(glossary)* convey expressive intent * unity/variety * tension/release * how personal experiences influence musical choices. | FA 12.4.1.a Independently generate multiple compositional ideas *(glossary)* for a specific purpose or mood, including:   * how elements of music *(glossary)* utilize expressive intent * unity/variety * tension/release * how personal experiences influence musical choices. |
| FA 2.4.1.b Explore and develop musical ideas (e.g., melody, rhythm) with teacher guidance. | FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria (e.g., melody, rhythm, harmony). | FA 8.4.1.b Create, evaluate, and refine musical ideas that utilize a variety of compositional devices *(glossary)* (e.g., form, imitation). | FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship. |
| *Left intentionally blank* | *Left intentionally blank* | FA 8.4.1.c Identify and define compositional devices *(glossary)* in student creations. | FA 12.4.1.c Analyze compositional devices *(glossary)* in student creations. |
| FA 2.4.1.c Share music through performance or notation (non-traditional or traditional) (e.g., singing, playing) with teacher guidance. | FA 5.4.1.c Present an improvisation *(glossary),* arrangement *(glossary),* or composition *(glossary)*. Identify the use of selected elements of music *(glossary).* | FA 8.4.1.d Present an improvisation *(glossary),* arrangement *(glossary),* or original composition *(glossary)*. Explain how elements of music *(glossary)* in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically). | FA 12.4.1.d Present an improvisation *(glossary),* arrangement *(glossary),* or original composition *(glossary)* that conveys mood through craftsmanship. Explain how elements of music *(glossary)* in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically) and evaluate the effectiveness of their use. |
| FA 2.4.1.d Connect music to personal experience through creating. | FA 5.4.1.d Connect music to historical and cultural contexts and the arts *(glossary)* through creating. | FA 8.4.1.e Connect music to historical and cultural contexts, the arts *(glossary),* and other disciplines through creating. | FA 12.4.1.e Connect music to historical and cultural contexts, the arts *(glossary),* other disciplines, and life experience through creating. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **K-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.** | | | | | |
|  | | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Perform** | Rehearse/ Select/  Connect Present Evaluate/Refine Analyze/Interpret | **FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements** *(glossary)* **of rhythm, pitch, dynamics, and form.** | **FA 5.4.2 Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music** *(glossary)***.** | **FA 8.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres** *(glossary)* **and styles** (*glossary)* ***(*using technical accuracy and expression.** | **FA 12.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres** *(glossary)* **and styles** *(glossary)* **using technical accuracy and expression, and synthesize feedback from various sources to evaluate performance.** |
| FA 2.4.2.a Recognize music elements *(glossary)* (i.e., rhythm, pitch, dynamics, form), purpose, and context of selected pieces. | FA 5.4.2.a Identify expressive characteristics and components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo). | FA 8.4.2.a Discuss expressive characteristics and components of technique, function, and context of selected pieces (e.g., phrasing, articulation *(glossary)*/diction). | FA 12.4.2.a Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces (e.g., timbre *(glossary),* texture *(glossary)*). |
| FA 2.4.2.b Acquire music performance skills (e.g., posture, technique, reading music) with teacher guidance. | FA 5.4.2.b Develop and refine music performance skills (e.g., posture, technique, reading music) using teacher and peer feedback. | FA 8.4.2.b Develop and refine solo/ensemble performance skills (e.g., posture, technique, reading music) using guided self-evaluation and feedback from others. | FA 12.4.2.b Develop and refine solo/ensemble performance skills evaluation (e.g., posture, technique, reading music) using self-evaluation and feedback from others. |
| FA 2.4.2.c Perform (formally or informally) music using correct rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations *(glossary)*. | FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations *(glossary)*. | FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation *(glossary).* Demonstrate appropriate performance expectations *(glossary)*. | FA 12.4.2.c Perform (formally or informally) music of greater complexity using accurate intonation, expression, and stylistically correct interpretation of phrasing, dynamics, and articulation *(glossary)*. Demonstrate appropriate performance expectations *(glossary)*. |
| FA 2.4.2.d Connect music to personal experience through performing. | FA 5.4.2.d Connect music to historical and cultural contexts and the arts *(glossary)* through performing. | FA 8.4.2.d Connect music to historical and cultural contexts, the arts *(glossary),* and other disciplines through performing. | FA 12.4.2.d Connect music to historical and cultural contexts, the arts *(glossary),* other disciplines, and life experience through performing. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **K-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.** | | | | | |
|  | | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Respond** | Connect Evaluate Analyze/Interpret Select | **FA 2.4.3 Students will recognize and describe elements of music** *(glossary)* **to demonstrate how music makes them feel (impact of music).** | **FA 5.4.3 Students will identify and describe elements of music** *(glossary)* **to discern how music is appropriate for specific purposes/settings (intent of music).** | **FA 8.4.3 Students will examine and evaluate elements of music** *(glossary)* **to explain how music conveys mood or context (affect of music).** | **FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (personal response to music).** |
| FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources. | FA 5.4.3.a Indicate music selections that students prefer to experience for specific purposes/settings. | FA 8.4.3.a Select appropriate music of contrasting styles *(glossary)* to listen to or perform. | FA 12.4.3.a Select appropriate music in contrasting styles *(glossary)* to listen to or perform with the audience in mind. |
| FA 2.4.3.b Recognize and demonstrate how elements of music *(glossary)* are used by a performer or creator. | FA 5.4.3.b Identify and describe how elements of music *(glossary)* are used by a performer or creator. | FA 8.4.3.b Analyze and explain how the performer/creator uses composition *(glossary)* and performance characteristics (e.g., dynamics, phrasing) to convey expressive intent. | FA 12.4.3.b Analyze and evaluate how the performer/creator uses composition *(glossary)* and performance characteristics (e.g., form, style *(glossary)*) to convey expressive intent. |
| FA 2.4.3.c Express ideas and opinions about a music selection. | FA 5.4.3.c Examine music performances using elements of music *(glossary),* context, and criteria (e.g., mood, interest) generated by student/teacher. | FA 8.4.3.c Choose appropriate criteria (e.g., dynamics, tone quality) to critique expressiveness and effectiveness of a performance or composition *(glossary)* with teacher guidance. Work independently or with others. | FA 12.4.3.c Independently choose appropriate criteria (e.g., texture *(glossary),* phrasing) to critique expressiveness and effectiveness of a performance/composition *(glossary)*. |
| FA 2.4.3.d Connect music to personal experience through responding. | FA 5.4.3.d Connect music to historical and cultural contexts and the arts *(glossary)* through responding. | FA 8.4.3.d Connect music to historical and cultural contexts, the arts *(glossary),* and other disciplines through responding. | FA 12.4.3.d Connect music to historical and cultural contexts, the arts *(glossary),* other disciplines, and life experience through responding. |