

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
	FA 2.4.1 Students will compose, improvise, read, and perform music with pitch, rhythm, and movement.	FA 5.4.1 Students will compose, improvise, read, and perform music with melodies and accompaniments.	FA 8.4.1 Students will compose, improvise, read, and perform music with technical accuracy and expression.	FA 12.4.1 Students will compose, improvise, read, and perform music with an understanding of the language of music (<i>glossary</i>).
Create	Imagine/Plan FA 2.4.1.a Improvise tonal and rhythmic patterns to create musical ideas, with teacher support, relating to: <ul style="list-style-type: none"> • specific purpose • interest • personal experience. 	FA 5.4.1.a Generate concepts for original improvisation (<i>glossary</i>)/composition from contrasting ideas, with teacher support, including: <ul style="list-style-type: none"> • specific purpose/function • interest • personal experience • expressive potential. 	FA 8.4.1.a Develop a compositional idea for a specific purpose or mood, with teacher guidance, including: <ul style="list-style-type: none"> • how elements of music (<i>glossary</i>) convey expressive intent • unity/variety • tension/release • how personal experiences influence musical choices. 	FA 12.4.1.a Independently generate multiple compositional ideas for a specific purpose or mood, including: <ul style="list-style-type: none"> • how elements of music (<i>glossary</i>) utilize expressive intent • unity/variety • tension/release • how personal experiences influence musical choices.
	Make/Evaluate/Refine 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-selected criteria (e.g., melody, rhythm, harmony).	FA 8.4.1.b Create, evaluate, and refine musical ideas that utilize a variety of compositional devices (e.g., form, imitation).	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.
	Addressed at grades 6-8.	Addressed at grades 6-8.	FA 8.4.1.c Identify and define compositional devices in student creations.	FA 12.4.1.c Analyze compositional devices in student creations.
	Present FA 2.4.1.c Share music through performance or notation (non-traditional or traditional) (e.g., singing, playing, moving) with teacher guidance.	FA 5.4.1.c Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), and/or composition and identify the use of selected elements of music (<i>glossary</i>).	FA 8.4.1.d Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), and/or original composition. Explain how elements of music (<i>glossary</i>) are used to communicate expressive content in the student's creation (e.g., aurally, visually, electronically).	FA 12.4.1.d Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), and/or original composition that conveys mood through craftsmanship. Explain how elements of music (<i>glossary</i>) are used to communicate expressive content in the student's creation (e.g., aurally, visually, electronically).
	Connect FA 2.4.1.d Connect music to personal experiences through creating.	FA 5.4.1.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through creating.	FA 8.4.1.e Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through creating.	FA 12.4.1.e Connect music to historical and cultural contexts, the arts (<i>glossary</i>), other disciplines, and life experiences through creating.

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Perform	FA 2.4.2 Students will sing, play instruments, and move to a variety of music that includes the music elements (<i>glossary</i>) of rhythm, pitch, and form.	FA 5.4.2 Students will sing, play instruments, and move to elements of music (<i>glossary</i>) from a variety of musical sources.	FA 8.4.2 Students will perform a variety of music genres (<i>glossary</i>) and styles using technical accuracy and expression independently and/or with others.	FA.12.4.2 Students will perform a variety of music genres (<i>glossary</i>) and styles using technical accuracy and expression independently and/or with others.
	Select/ Analyze/Interpret FA 2.4.2.a Recognize the music elements (<i>glossary</i>) (i.e., rhythm, pitch, form), purpose, and context of selected pieces.	FA 5.4.2.a Identify expressive characteristics and the components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo).	FA 8.4.2.a Discuss expressive characteristics and the components of technique, function, and context of selected pieces (e.g., phrasing, articulation (<i>glossary</i>)/diction).	FA 12.4.2.a Analyze and interpret expressive characteristics and the components of technique, function, and context of selected pieces (e.g., timbre (<i>glossary</i>), texture (<i>glossary</i>)).
	Rehearse/ Evaluate/Refine 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 using teacher and peer feedback (e.g., posture, technique, reading music).	FA 8.4.2.b Develop and refine solo/ensemble performance skills using feedback from others and guided self-evaluation (e.g., posture, technique, reading music).	FA 12.4.2.b Develop and refine solo/ensemble performance skills using feedback from others and self-evaluation (e.g., posture, technique, reading music).
	Present FA 2.4.2.c Perform (formally or informally) music using correct rhythm and pitch demonstrating appropriate performance expectations (e.g., stage presence).	FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics demonstrating appropriate performance expectations (e.g., protocol).	FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation (<i>glossary</i>), demonstrating appropriate performance expectations (e.g., protocol).	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 (<i>glossary</i>); demonstrating appropriate performance expectations (e.g., protocol).
Connect FA 2.4.2.d Connect music to personal experiences through performance.	FA 5.4.2.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through performance.	FA 8.4.2.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through performance.	FA 12.4.2.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), other disciplines, and life experiences through performance.	

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Respond	FA 2.4.3 Students will recognize and describe elements of music (<i>glossary</i>) to demonstrate how music makes them feel (impact of music).	FA 5.4.3 Students will identify and describe elements of music (<i>glossary</i>) to explain how music conveys mood or context (affect of music).	FA 8.4.3 Students will examine and evaluate elements of music (<i>glossary</i>) to discern how music is appropriate for specific purposes/settings (intent of music).	FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (purpose of music).
	FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources.	FA 5.4.3.a Indicate music selection(s) students prefer to experience.	FA 8.4.3.a Select appropriate music in contrasting styles to listen to or perform for specific purposes/settings.	FA 12.4.3.a Select appropriate music in contrasting styles to listen to or perform with the audience in mind.
	FA 2.4.3.b Recognize and demonstrate how elements of music (<i>glossary</i>) are used by a performer or creator.	FA 5.4.3.b Identify and describe how elements of music (<i>glossary</i>) are used by a performer or creator.	FA 8.4.3.b Analyze and explain how the performer/creator uses compositional and performance characteristics to convey expressive intent (e.g., dynamics, phrasing).	FA 12.4.3.b Analyze and interpret how the performer/creator uses compositional and performance characteristics to convey expressive intent (e.g., form, style).
	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 (<i>glossary</i>), context, and student-generated criteria (e.g., mood, interest) with teacher support.	FA 8.4.3.c Choose appropriate criteria to critique expressiveness and effectiveness of a performance/composition (e.g., dynamics, tone quality) with teacher guidance.	FA 12.4.3.c Independently choose appropriate criteria to critique expressiveness and effectiveness of a performance/composition (e.g., texture (<i>glossary</i>), phrasing).
	FA 2.4.3.d Connect music to personal experiences through responding.	FA 5.4.3.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through responding.	FA 8.4.3.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through responding.	FA 12.4.3.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), other disciplines, and life experiences through responding.
Select/Analyze/Interpret				
Rehearse/Evaluate/Refine				
Present				
Connect				