

# General Music Standards & the Common Core

National Standards for Music Education, Grades K-4 (1994)	National Core Arts Standards General Music, Grades K-5 (2014)	Correlation to the Common Core State Standards (2010)
<b>Content Standard 1: Singing, alone and with others, a varied repertoire of music</b>		
<b>1a.</b> Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo	<p><b>Pr6. Anchor Standard: Convey meaning through the presentation of artistic work.</b></p> <p><b>Pr6.1.Ka</b> With guidance, perform music with expression.  <b>Pr6.1.Kb</b> Perform appropriately for the audience.</p> <p><b>Pr6.1.1a</b> With limited guidance, perform music for a specific purpose with expression.  <b>Pr6.1.1b</b> Perform appropriately for the audience and purpose.</p> <p><b>Pr6.1.2a</b> Perform music for a specific purpose with expression and technical accuracy.  <b>Pr6.1.2b</b> Perform appropriately for the audience and purpose.</p> <p><b>Pr6.1.3a</b> Perform music with expression and technical accuracy.  <b>Pr6.1.3b</b> Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p> <p><b>Pr6.1.4a</b> Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.  <b>Pr6.1.4b</b> Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p> <p><b>Pr6.1.5a</b> Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.  <b>Pr6.1.5b</b> Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	
<b>1b.</b> Students sing expressively, with appropriate dynamics, phrasing, and interpretation		
<b>1c.</b> Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures		
<b>1d.</b> Students sing ostinatos, partner songs, and rounds		
<b>1e.</b> Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor		

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<b>Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music</b>		
<b>2a.</b> Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo	<i>*see above under the singing standards. The new NCAS do not differentiate between singing and playing in the text of the standards. Further, they do not explicitly require the teaching and learning of singing and playing as separate, essential skills.</i>	
<b>2b.</b> Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments		
<b>2c.</b> Students perform expressively a varied repertoire of music representing diverse genres and styles		
<b>2d.</b> Students echo short rhythms and melodic patterns		
<b>2e.</b> Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor		
<b>2f.</b> Students perform independent instrumental parts while other students sing or play contrasting parts		
<b>Content Standard 3. Improvising melodies, variations, and accompaniments</b>		
<b>3a.</b> Students improvise “answers” in the same style to given rhythmic and melodic phrases	<p><b>Cr1.1 Anchor Standard: Generate and conceptualize artistic ideas and work.</b></p> <p><b>Cr1.1.2a</b> Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p><b>Cr1.1.3a</b> Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</p> <p><b>Cr1.1.4a</b> Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p>	<b>CCRA.SL.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.
<b>3b.</b> Students improvise simple rhythmic and melodic ostinato accompaniments		
<b>3c.</b> Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies		
<b>3d.</b> Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds,		

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<p>nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means</p>	<p><b>Cr1.1.5a</b> Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p><b>Cr2.1 Anchor Standard: Organize and develop artistic ideas and work.</b></p> <p><b>Cr2.1.Ka</b> With guidance, demonstrate and choose favorite musical ideas.</p> <p><b>Cr2.1.1a</b> With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p><b>Cr2.1.2a</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>Cr2.1.3a</b> Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p><b>Cr2.1.4a</b> Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p><b>Cr2.1.5a</b> Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p>	
<p><b>Content Standard 4: Composing and arranging music within specified guidelines</b></p>		
<p><b>4a.</b> Students create and arrange music to accompany readings or dramatizations</p>	<p><b>Cr1.1 Anchor Standard: Generate and conceptualize artistic ideas and work.</b></p> <p><b>Cr1.1.Ka</b> With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p><b>Cr1.1.Kb</b> With guidance, generate musical ideas (such as movements or motives).</p>	<p><b>CCRA.SL.5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>CCRA.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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	<p><b>Cr1.1.1a</b> With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p><b>Cr1.1.1b</b> With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</p> <p><b>Cr1.1.2b</b> Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</p>	<p><b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p><b>4b.</b> Students create and arrange short songs and instrumental pieces within specified guidelines</p>	<p><b>Cr1.1.3b</b> Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p><b>Cr1.1.4b</b> Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p>	<p><b>CCRA.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>4c.</b> Students use a variety of sound sources when composing</p>	<p><b>Cr1.1.5b</b> Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p><b>Cr2.1 Anchor Standard: Organize and develop artistic ideas and work.</b></p> <p><b>Cr2.1.Ka</b> With guidance, demonstrate and choose favorite musical ideas.</p> <p><b>Cr2.1.1a</b> With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p><b>Cr2.1.2a</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>Cr2.1.3a</b> Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p><b>Cr2.1.4a</b> Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p>	

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	<p><b>Cr2.1.5a</b> Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p><b>Cr3.1 Anchor Standard: Refine and complete artistic work.</b></p> <p><b>Cr3.1.Ka</b> With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p><b>Cr3.1.1a</b> With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.</p> <p><b>Cr3.1.2a</b> Interpret and apply personal, peer, and teacher feedback to revise personal music.</p> <p><b>Cr3.1.3a</b> evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p> <p><b>Cr3.1.4a</b> Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.</p> <p><b>Cr3.1.5a</b> Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p>	
<b>Content Standard 5: Reading and notating music</b>		
<p><b>5a.</b> Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures</p>	<p><b>Pr4.2 Anchor Standard: Select, analyze and interpret artistic work for presentation.</b></p> <p><b>Pr4.2.1b</b> When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p> <p><b>Pr4.2.2b</b> When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or</p>	
<p><b>5b.</b> Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys</p>		

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	<p>standard notation.</p> <p><b>Pr4.2.3b</b> When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p><b>Pr4.2.4b</b> When analyzing selected music, read and perform using iconic and/or standard notation.</p> <p><b>Pr4.2.5b</b> When analyzing selected music, read and perform using standard notation.</p>	
<p><b>5c.</b> Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</p>	<p><b>Pr4.3 Anchor Standard: Select, analyze and interpret artistic work for presentation.</b></p> <p><b>Pr4.3.K</b> With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.</p> <p><b>Pr4.3.1</b> Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).</p> <p><b>Pr4.3.2</b> Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</p> <p><b>Pr4.3.3</b> Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p><b>Pr4.3.4</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</p> <p><b>Pr4.3.5</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<p><b>CCRA.L.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p><b>5d.</b> Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher</p>	<p><b>Cr2.1 Anchor Standard: Organize and develop artistic ideas and work.</b></p> <p><b>Cr2.1.Kb</b> With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p>	<p><b>CCRA.L.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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	<p><b>Cr2.1.1b</b> With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p> <p><b>Cr2.1.2b</b> Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p> <p><b>Cr2.1.3b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p><b>Cr2.1.4b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p> <p><b>Cr2.1.5b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p> <p><b>Cr3.2 Anchor Standard: Refine and complete artistic work.</b></p> <p><b>Cr3.2.K</b> With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p><b>Cr3.2.1</b> With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p><b>Cr3.2.2</b> Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p><b>Cr3.2.3</b> Present the final version of personal created music to others, and describe connection to expressive intent.</p> <p><b>Cr3.2.4</b> Present the final version of personal created music to others, and explain connection to expressive intent.</p> <p><b>Cr3.2.5</b> Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.</p>	
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Content Standard 6: Listening to, analyzing, and describing music		
<p><b>6a.</b> Students identify simple music forms when presented aurally</p>	<p><b>Pr4.2 Anchor Standard: Select, analyze and interpret artistic work for presentation.</b></p> <p><b>Pr4.2.Ka</b> With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p><b>Pr4.2.1a</b> With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p><b>Pr4.2.2a</b> Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p><b>Pr4.2.3a</b> Demonstrate understanding of the structure in music selected for performance.</p> <p><b>Pr4.2.3c</b> Describe how context (such as personal and social) can inform a performance.</p> <p><b>Pr4.2.4a</b> Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p><b>Pr4.2.4c</b> Explain how context (such as social and cultural) informs a performance.</p> <p><b>Pr4.2.5a</b> Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p><b>Pr4.2.5c</b> Explain how context (such as social, cultural, and historical) informs performances.</p>	<p><b>CCRA.L.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CCRA.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>CCRA.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CCRA.L.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>CCRA.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>6b.</b> Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</p>		<p><b>Pr4.3 Anchor Standard: Select, analyze and interpret artistic work for presentation.</b></p> <p><b>Pr4.3.K</b> With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p>
<p><b>6c.</b> Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</p>		

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<p><b>6d.</b> Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices</p>	<p><b>Pr4.3.1</b> Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).</p>	
<p><b>6e.</b> Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music</p>	<p><b>Pr4.3.2</b> Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</p> <p><b>Pr4.3.3</b> Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p><b>Pr4.3.4</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</p> <p><b>Pr4.3.5</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p> <p><b>Re7.2 Anchor Standard: Perceive and analyze artistic work.</b></p> <p><b>Re7.2.K</b> With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p><b>Re7.2.1</b> With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p> <p><b>Re7.2.2</b> Describe how specific music concepts are used to support a specific purpose in music.</p> <p><b>Re7.2.3</b> Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p> <p><b>Re7.2.4</b> Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p> <p><b>Re7.2.5</b> Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use</p>	<p><b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>CCRA.R.3</b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>

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	<p>of the elements of music, and context (such as social, cultural, and historical).</p> <p><b>Re8.1 Anchor Standard: Interpret intent and meaning in artistic work.</b></p> <p><b>Re8.1.K</b> With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p><b>Re8.1.1</b> With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p><b>Re8.1.2</b> Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p><b>Re8.1.3</b> Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p> <p><b>Re8.1.4</b> Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent</p> <p><b>Re8.1.5</b> Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent</p>	
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Content Standard 7: Evaluating music and music performances		
<p><b>7a.</b> Students devise criteria for evaluating performances and compositions</p>	<p><b>Cr3.1 Anchor Standard: Refine and complete artistic work.</b></p> <p><b>Cr3.1.3a</b> Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p> <p><b>Cr3.1.4a</b> Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.</p> <p><b>Cr3.1.5a</b> Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p> <p><b>Pr5.1 Anchor Standard: Develop and refine artistic techniques and work for presentation.</b></p> <p><b>Pr5.1.Ka</b> With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p><b>Pr5.1.Kb</b> With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p><b>Pr5.1.1a</b> With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p><b>Pr5.1.1b</b> With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</p> <p><b>Pr5.1.2a</b> Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</p> <p><b>Pr5.1.2b</b> Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</p> <p><b>Pr5.1.3a</b> Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p> <p><b>Pr5.1.3b</b> Rehearse to refine technical accuracy, expressive</p>	

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	<p>qualities, and identified performance challenges.</p> <p><b>Pr5.1.4a</b> Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p><b>Pr5.1.4b</b> Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p><b>Pr5.1.5a</b> Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p><b>Pr5.1.4b</b> Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>	
<p><b>7b.</b> Students explain, using appropriate terminology, their personal preferences for specific musical works and styles</p>	<p><b>Cn10.0 Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Cn10.0.K</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p><b>Cn10.0.1</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Cn10.0.2</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Cn10.0.3</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Cn10.0.4</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Cn10.0.5</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	

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	<p><b>Pr4.1 Anchor Standard: Select, analyze and interpret artistic work for presentation.</b></p> <p><b>Pr4.1.K</b> With guidance, demonstrate and state personal interest in varied musical selections.</p> <p><b>Pr4.1.1</b> With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p> <p><b>Pr4.1.2</b> Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p><b>Pr4.1.3</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p><b>Pr4.1.4</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p> <p><b>Pr4.1.5</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p> <p><b>Re7.1 Anchor Standard: Perceive and analyze artistic work.</b></p> <p><b>Re7.1.K</b> With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p><b>Re7.1.1</b> With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p><b>Re7.1.2</b> Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p><b>Re7.1.3</b> Demonstrate and describe how selected music connects to and is influenced by specific interests,</p>	
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	<p>experiences, or purposes.</p> <p><b>Re7.1.4</b> Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p><b>Re7.1.5</b> Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	
<p><b>Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts</b></p>		
<p><b>8a.</b> Students identify similarities and differences in the meanings of common terms used in the various arts</p>	<p><b>Cn11.0 Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p> <p><b>Cn11.0.K</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.1</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.2</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.3</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.4</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.5</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>CCRA.L.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p><b>8b.</b> Students identify ways in which the principles of other disciplines taught in the school are interrelated with those of music.</p>		

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Content Standard 9: Understanding music in relation to history and culture		
<p><b>9a.</b> Students identify by genre or style aural examples of music from various historical periods and cultures</p>	<p><b>Cn11.0 Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>	<p><b>CCRA.SL.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>9b.</b> Students describe in simple terms how elements of music are used in music examples from various cultures of the world</p>	<p><b>Cn11.0.K</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.1</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>CCRA.SL.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CCRA.W.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</p>
<p><b>9c.</b> Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use</p>	<p><b>Cn11.0.2</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.3</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Cn11.0.4</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>CCRA.SL.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCRA.W.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</p>
<p><b>9d.</b> Students identify and describe roles of musicians in various music settings and cultures</p>	<p><b>Cn11.0.5</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Pr4.2 Anchor Standard: Select, analyze and interpret artistic work for presentation.</b></p> <p><b>Pr4.2.3c</b> Describe how context (such as personal and social) can inform a performance.</p> <p><b>Pr4.2.4c</b> Explain how context (such as social and cultural) informs a performance.</p> <p><b>Pr4.2.4c</b> Explain how context (such as social, cultural, and historical) informs performances.</p>	<p><b>CCRA.SL.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.</p> <p><b>CCRA.W.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</p> <p><b>CCRA.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>