

2018 Minnesota Academic Standards in Arts Education: Music

Introduction

This spreadsheet version is designed to allow users to format the standards document in a way that meets their needs, such as

- sorting standards by strands,
- adding columns for connections to curriculum, instructional resources, activities and assessment, or
- copying lines from the standards and maintaining the connection between standards and benchmarks.

The Excel document on the Minnesota Department of Education (MDE) website is the official version.

[View the Arts Standards and supporting resources on the MDE website.](#)

Key

Bold terms indicate foundational knowledge and skills in the arts area.

Italics indicate the term is defined in the glossary.

** indicates a computer science related benchmark.

0 Grade = Kindergarten.

The digits in the 5-digit code correspond to: 1. Arts Area; 2. Grade; 3. Strand; 4. Anchor Standard; 5. Benchmark.

Code	Arts Area	Grade	Strand	Anchor Standard	Benchmark	Curriculum Course/Unit/Lesson	Assessment (Evidence of Mastery)
3.A.1.1	3. Music	ALL	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>		
3.0.2.2.1	3. Music	0	2. Create	2. Generate and develop original artistic ideas.	1. <i>Improvise</i> musical sounds in response to teacher cues.		
3.0.2.3.1	3. Music	0	2. Create	3. Create original artistic work.	1. Choose a musical sound to share.		
3.0.2.4.1	3. Music	0	2. Create	4. Revise and complete original artistic work.	1. Change selected musical sounds using teacher feedback.		
3.0.3.5.1	3. Music	0	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate moving , singing , and playing instruments with others.		
3.0.3.6.1	3. Music	0	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. Make a musical choice while singing , playing instruments , or moving to explore the effects of musical <i>elements</i> . <i>For example : High/low; loud/soft; fast/slow.</i>		
3.0.4.7.1	3. Music	0	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify musical opposites while listening to and interacting with a variety of music.		
3.0.4.8.1	3. Music	0	4. Respond	8. Evaluate artistic work by applying criteria.	1. Identify which of two contrasting <i>musical selections</i> is preferred, and tell why.		
3.0.5.9.1	3. Music	0	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Sing or play instruments using a familiar song that you have learned.		
3.0.5.10.1	3. Music	0	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Sing , play instruments , or listen to music from various <i>cultures</i> .		
3.1.2.2.1	3. Music	1	2. Create	2. Generate and develop original artistic ideas.	1. Generate <i>musical ideas</i> using a limited set of rhythms or pitches .		

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3.1.2.3.1	3. Music	1	2. Create	3. Create original artistic work.	1. Choose <i>musical ideas</i> to share using a limited set of rhythms or pitches .		
3.1.2.4.1	3. Music	1	2. Create	4. Revise and complete original artistic work.	1. Change selected <i>musical ideas</i> using teacher feedback.		
3.1.3.5.1	3. Music	1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate moving , singing, and playing instruments with others, and alone.		
3.1.3.6.1	3. Music	1	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. Follow the teacher to start, stop and stay together throughout an established <i>musical form</i> .		
3.1.4.7.1	3. Music	1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify steady beat while listening to and interacting with a variety of music.		
3.1.4.8.1	3. Music	1	4. Respond	8. Evaluate artistic work by applying criteria.	1. Identify differences between two contrasting <i>musical selections</i> .		
3.1.5.9.1	3. Music	1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify an emotion experienced when singing, playing instruments or listening to music.		
3.1.5.10.1	3. Music	1	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Sing, play instruments or listen to music from various <i>cultures</i> , including music from Minnesota American Indian tribes and communities.		
3.2.2.2.1	3. Music	2	2. Create	2. Generate and develop original artistic ideas.	1. Generate rhythmic or melodic patterns .		
3.2.2.3.1	3. Music	2	2. Create	3. Create original artistic work.	1. Preserve personal rhythmic or melodic patterns using a system of notation or recording technology.**		
3.2.2.4.1	3. Music	2	2. Create	4. Revise and complete original artistic work.	1. Change selected rhythmic or melodic patterns using feedback from others.		
3.2.3.5.1	3. Music	2	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Develop <i>vocal and instrumental skills</i> to <i>perform</i> a variety of music.		
3.2.3.6.1	3. Music	2	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music with and for others, using technical accuracy and expression.		
3.2.4.7.1	3. Music	2	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify repeating patterns and expressive elements while listening to and interacting with a variety of music.**		
3.2.4.8.1	3. Music	2	4. Respond	8. Evaluate artistic work by applying criteria.	1. Apply personal preferences in evaluation when listening to music.		
3.2.5.9.1	3. Music	2	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify a part of a <i>musical selection</i> that <i>connects</i> with you personally.		
3.2.5.10.1	3. Music	2	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Sing and play instruments from different <i>genres</i> of music from various time periods and places.		
3.3.2.2.1	3. Music	3	2. Create	2. Generate and develop original artistic ideas.	1. <i>Create or improvise rhythmic or melodic patterns</i> containing long sounds, short sounds and rests .		

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3.3.2.3.1	3. Music	3	2. Create	3. Create original artistic work.	1. Organize chosen musical patterns into phrases using a system of notation or recording technology.**		
3.3.2.4.1	3. Music	3	2. Create	4. Revise and complete original artistic work.	1. <i>Arrange</i> musical patterns using feedback from others.		
3.3.3.5.1	3. Music	3	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. <i>Refine vocal and instrumental skills</i> to <i>perform</i> a variety of music.		
3.3.3.6.1	3. Music	3	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for a specific <i>purpose</i> , using technical accuracy , <i>expression</i> , and <i>interpretation</i> .		
3.3.4.7.1	3. Music	3	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify and describe elements that make contrasting <i>musical selections</i> different from each other.		
3.3.4.8.1	3. Music	3	4. Respond	8. Evaluate artistic work by applying criteria.	1. Explain personal preference of <i>music selections</i> by identifying music elements that generate personal interest.		
3.3.5.9.1	3. Music	3	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe a memory, feeling, or story associated with music that is listened to or performed .		
3.3.5.10.1	3. Music	3	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe <i>cultural</i> uses of music from different time periods and places.		
3.4.2.2.1	3. Music	4	2. Create	2. Generate and develop original artistic ideas.	1. <i>Create or improvise melodic phrases</i> using specified tonalities .		
3.4.2.3.1	3. Music	4	2. Create	3. Create original artistic work.	1. Organize chosen musical phrases into a short <i>composition</i> using a system of notation or recording technology.**		
3.4.2.4.1	3. Music	4	2. Create	4. Revise and complete original artistic work.	1. <i>Revise</i> a musical <i>composition</i> as a group using feedback from others.		
3.4.3.5.1	3. Music	4	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Apply developing <i>vocal and instrumental skills</i> to improve <i>performance</i> .		
3.4.3.6.1	3. Music	4	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music by accurately responding to musical terms .		
3.4.4.7.1	3. Music	4	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify and describe elements that create contrasting <i>performances</i> of the same <i>musical selection</i> .		
3.4.4.8.1	3. Music	4	4. Respond	8. Evaluate artistic work by applying criteria.	1. Apply <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.		
3.4.5.9.1	3. Music	4	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe emotions experienced when <i>performing</i> or listening to a <i>musical selection</i> and relate it a personal experiences.		

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3.4.5.10.1	3. Music	4	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast <i>cultural</i> uses of music from different time periods and places.		
3.5.2.2.1	3. Music	5	2. Create	2. Generate and develop original artistic ideas.	1. <i>Create or improvise rhythmic or melodic phrases</i> using specific tonalities, meters or chord changes .		
3.5.2.3.1	3. Music	5	2. Create	3. Create original artistic work.	1. Organize chosen musical phrases into a given form using a system of notation or recording technology.**		
3.5.2.4.1	3. Music	5	2. Create	4. Revise and complete original artistic work.	1. <i>Revise</i> a musical <i>composition</i> using feedback from others and self-reflection.		
3.5.3.5.1	3. Music	5	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate <i>vocal or instrumental skills</i> appropriate to the <i>performance of music's cultural context</i> .		
3.5.3.6.1	3. Music	5	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music by <i>responding to notation</i> and active listening .		
3.5.4.7.1	3. Music	5	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify the elements used in a <i>musical selection</i> to convey its possible <i>intent</i> .		
3.5.4.8.1	3. Music	5	4. Respond	8. Evaluate artistic work by applying criteria.	1. Apply collaboratively <i>developed and teacher-provided criteria</i> to evaluate <i>musical selections or performances</i> , citing specific elements and characteristics.		
3.5.5.9.1	3. Music	5	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast emotions experienced when <i>performing or listening</i> to two different <i>musical selections</i> .		
3.5.5.10.1	3. Music	5	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe relationships of musical <i>genres</i> to <i>cultural or historical contexts</i> .		
3.6.2.2.1	3. Music	6	2. Create	2. Generate and develop original artistic ideas.	1. <i>Create or improvise musical ideas</i> that can be combined into a melody .		
3.6.2.3.1	3. Music	6	2. Create	3. Create original artistic work.	1. Develop a <i>composition</i> consisting of a melody using a system of notation or recording technology.**		
3.6.2.4.1	3. Music	6	2. Create	4. Revise and complete original artistic work.	1. <i>Revise</i> a musical <i>composition</i> using self-reflection.		
3.6.3.5.1	3. Music	6	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Collaborate as an <i>ensemble</i> to <i>refine</i> and prepare music for <i>presentation or performance</i> .		
3.6.3.6.1	3. Music	6	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for an audience by <i>responding to notation</i> and applying musical elements and <i>technical skills</i> . <i>For example:</i> Audience being a classmate, friend, online platform, or a large group.		

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3.6.4.7.1	3. Music	6	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Describe how musical elements contribute to meaning in a <i>musical selection</i> .		
3.6.4.8.1	3. Music	6	4. Respond	8. Evaluate artistic work by applying criteria.	1. Apply collaboratively <i>developed criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.		
3.6.5.9.1	3. Music	6	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Share how specific <i>musical selections</i> relate to personal, social and emotional experiences.		
3.6.5.10.1	3. Music	6	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities.		
3.7.2.2.1	3. Music	7	2. Create	2. Generate and develop original artistic ideas.	1. <i>Create or improvise musical ideas</i> that can be combined into a melody with expressive elements . <i>For example: Dynamics , articulation, tempo .</i>		
3.7.2.3.1	3. Music	7	2. Create	3. Create original artistic work.	1. Develop a <i>composition</i> consisting of a melody with expressive elements using a system of notation or recording technology.**		
3.7.2.4.1	3. Music	7	2. Create	4. Revise and complete original artistic work.	1. <i>Revise a composition</i> to include expressive elements .		
3.7.3.5.1	3. Music	7	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate an understanding of various <i>genres</i> and <i>styles</i> of music by applying musical elements to prepare for a <i>performance</i> .		
3.7.3.6.1	3. Music	7	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for an audience by responding to notation , using expressive skills . <i>For example: Audience being a classmate, friend, online platform, or a large group.</i>		
3.7.4.7.1	3. Music	7	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify the musical or <i>technical skills</i> needed in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>cultural</i> or <i>historical contexts</i> .		
3.7.4.8.1	3. Music	7	4. Respond	8. Evaluate artistic work by applying criteria.	1. Identify and use a variety of techniques to evaluate the qualities of a <i>musical performance</i> . <i>For example: Student generated criteria ; rubric ; rating scale.</i>		
3.7.5.9.1	3. Music	7	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe why various musical choices are made when <i>creating</i> or <i>performing</i> music.		

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3.7.5.10.1	3. Music	7	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify <i>cultural</i> or historical influences on musical <i>compositions</i> .		
3.8.2.2.1	3. Music	8	2. Create	2. Generate and develop original artistic ideas.	1. Generate rhythmic, melodic, or harmonic musical ideas that include expressive elements . <i>For example: Dynamics, articulation, timbre.</i>		
3.8.2.3.1	3. Music	8	2. Create	3. Create original artistic work.	1. Develop a <i>composition</i> in a specific form that includes expressive elements using notation or recording technology.**		
3.8.2.4.1	3. Music	8	2. Create	4. Revise and complete original artistic work.	1. <i>Revise a composition</i> draft into a completed work.		
3.8.3.5.1	3. Music	8	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate persistence and cooperation in refining <i>musical selections</i> for <i>performance</i> .		
3.8.3.6.1	3. Music	8	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for an audience with <i>technical accuracy</i> and <i>stylistic expression</i> to convey the composer's possible <i>intent</i> . For example: Audience being a classmate, friend, online platform, or a large group.		
3.8.4.7.1	3. Music	8	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Analyze and discuss the use of elements in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>cultural</i> or <i>historical contexts</i> .		
3.8.4.8.1	3. Music	8	4. Respond	8. Evaluate artistic work by applying criteria.	1. Identify and describe the musical and <i>technical skills</i> evident in a <i>performance</i> .		
3.8.5.9.1	3. Music	8	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe how interests, knowledge, and skills relate to personal choices in the <i>creation</i> or <i>performance</i> of music.		
3.8.5.10.1	3. Music	8	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe how music <i>connects</i> individuals and societies to history, <i>culture</i> , heritage, and community.		
3.9.2.2.1	3. Music	HS	2. Create	2. Generate and develop original artistic ideas.	1. <i>Improvise, arrange, or modify phrases</i> that demonstrate understanding of musical elements .		
3.9.2.3.1	3. Music	HS	2. Create	3. Create original artistic work.	1. Select multiple <i>musical ideas</i> , original or existing, to <i>create</i> drafts of music using notation or technology, where appropriate.**		
3.9.2.4.1	3. Music	HS	2. Create	4. Revise and complete original artistic work.	1. <i>Revise</i> or <i>arrange</i> a <i>composition</i> to become a completed <i>musical work</i> using current technology (as available) to preserve the <i>composition</i> .**		

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3.9.3.5.1	3. Music	HS	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Utilize multiple rehearsal strategies to <i>refine performance</i> , using technology where appropriate.		
3.9.3.6.1	3. Music	HS	3. Perform	6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> contrasting <i>musical selections</i> for an audience, conveying meaning through <i>interpretation</i> of the musical elements and expressive qualities . For example: audience being a classmate, friend, online platform, or a large group		
3.9.4.7.1	3. Music	HS	4. Respond	7. Analyze and construct interpretations of artistic work.	1. <i>Interpret</i> musical elements and <i>cultural</i> or <i>historical contexts</i> embedded within a <i>musical selection</i> to express possible meanings of the composer or performer.		
3.9.4.8.1	3. Music	HS	4. Respond	8. Evaluate artistic work by applying criteria.	1. Evaluate music <i>performances</i> using commonly accepted standards, to demonstrate an understanding of musical elements . <i>For example:</i> MSHSL adjudication forms; <i>student generated criteria</i> ; <i>rubric</i> ; rating scale.		
3.9.5.9.1	3. Music	HS	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Synthesize knowledge and personal experiences when <i>responding</i> to, <i>creating</i> , or <i>performing musical work</i> .		
3.9.5.10.1	3. Music	HS	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Demonstrate an understanding of how <i>musical selections</i> are influenced by or impact <i>personal, societal, cultural, or historical contexts</i> .		