

# Alaska Arts Standards for Music

## A. CREATE

### Imagine and develop artistic ideas and work

#### *Anchor Standard #1: Generate and conceptualize artistic ideas and work*

#### 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?

#### *Anchor Standard #2: Organize and develop artistic ideas and work*

#### Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

#### Essential Question

How do musicians make creative decisions?

#### *Anchor Standard #3: Refine and complete artistic work*

#### Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

#### Essential Question

How do musicians improve the quality of their creative work?

## B. PRESENT

### Interpret and share artistic work

#### *Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production*

#### Enduring Understanding

Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

#### Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

#### *Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production*

#### Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

#### Essential Question

How do musicians improve the quality of their performance?

#### *Anchor Standard #6: Perform, present, and/or produce artistic work*

#### Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

#### Essential Question

How do context and the manner in which musical work is presented influence audience response?

## C. RESPOND

### Understand and evaluate how the arts convey meaning

**Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions**

#### Enduring Understanding

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

#### Essential Question

How does understanding the structure and context of music inform a response?

**Anchor Standard #8: Interpret intent and meaning in artistic work**

#### Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

#### Essential Question

How do we detect musical creators' and performers' expressive intent?

**Anchor Standard #9: Apply criteria to evaluate artistic work**

#### Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

#### Essential Question

How do we evaluate the quality of musical works and performances?

## D. CONNECT

### Relate artistic ideas and work with personal meaning and external contexts

**Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts**

#### Enduring Understanding

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

#### Essential Question

How do musicians make meaningful connections in order to create, perform and respond?

**Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding**

#### Enduring Understanding

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

#### Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?

# Kindergarten Music

## A. CREATE

### Imagine and develop artistic ideas and work

Standard	Objective	Examples
<b>CR 1 A</b>	Students will: <ul style="list-style-type: none"> <li>Explore and experience musical ideas with guidance.</li> <li>Explore steady beat.</li> <li>Identify patterns.</li> <li>Explore the ability to define and maintain personal space.</li> <li>Explore locomotor and non-locomotor movement.</li> </ul>	<ul style="list-style-type: none"> <li>Fast/slow, high/low, loud/soft</li> <li>Body Percussion-Game Plan pg. 42</li> <li>Same and different</li> <li>Bubble space</li> <li>Walk, jump, skip, hop, gallop, swing, bend, twist</li> </ul>
<b>CR 1 B</b>	Students will: <ul style="list-style-type: none"> <li>Generate musical ideas with guidance.</li> </ul>	Dramatic play-Miss Lucy pg. 89
<b>CR 2 A</b>	Students will: <ul style="list-style-type: none"> <li>Explore and choose favorite musical ideas with guidance.</li> </ul>	Repertoire selections-Rain Storm pg. 98
<b>CR 2 B</b>	Students will: <ul style="list-style-type: none"> <li>Organize personal musical ideas with guidance.</li> </ul>	Popsicle stick notation, representation of long/short sounds
<b>CR 3 A</b>	Students will: <ul style="list-style-type: none"> <li>Present, with guidance, their musical ideas to their peers or an informal audience.</li> </ul>	Classroom performance

## B. PRESENT

### Interpret and share artistic work

Standard	Objective	Examples
<b>PR 4.1 A</b>	Students will: <ul style="list-style-type: none"> <li>Explore songs, and learn singing games from various cultures.</li> </ul>	Folk dance, play party games multicultural activities
<b>PR 4.2 A</b>	Students will: <ul style="list-style-type: none"> <li>Demonstrate steady beat while singing, listening to music, or rhythmically speaking.</li> <li>Explore and demonstrate knowledge of contrasting musical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Body percussion</li> <li>High/low, long/short-Fall Leaves pg. 36</li> <li>Pre-rhythm cards</li> </ul>
<b>PR 4.2 B</b>	Students will: <ul style="list-style-type: none"> <li>Read, perform and identify quarter note/rest and 2 eighth notes.</li> </ul>	Iconic notation pg. 64
<b>PR 4.3 A</b>	Students will: <ul style="list-style-type: none"> <li>Explore recognition of short/long sounds, and sound/silence.</li> <li>Explore changing dynamics and tempos.</li> </ul>	<ul style="list-style-type: none"> <li>Ta, Ti-ti activities, cobbler</li> <li>Games/dances</li> </ul>
<b>PR 5 A</b>	Students will: <ul style="list-style-type: none"> <li>Apply, with guidance, personal, teacher, and peer feedback to refine performances.</li> </ul>	In class performance, bubble pg. 42
<b>PR 6 A</b>	Students will: <ul style="list-style-type: none"> <li>With guidance, perform music with expression.</li> </ul>	School performance
<b>PR 6 B</b>	Students will: <ul style="list-style-type: none"> <li>Perform appropriately for the audience and occasion.</li> </ul>	School performance

**C. RESPOND****Understand and evaluate how the arts convey meaning**

Standard	Objective	Examples
RE 7 A	Students will: <ul style="list-style-type: none"> <li>List personal interests and experiences and demonstrate why they prefer some music selections over others.</li> <li>Sing songs and learn singing games from various cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Listening activities pg. 76</li> <li>Folk songs</li> </ul>
RE 7 B	Students will: <ul style="list-style-type: none"> <li>Recognize and demonstrate loud/soft, fast/slow.</li> <li>Recognize and explore the timbre of non-pitched instruments (woods, skins, metals, shakers and scrapers)</li> <li>Demonstrate how a specific music concept (beat, melodic direction) is used in music.</li> </ul>	<ul style="list-style-type: none"> <li>Movement activity</li> <li>Play percussion instruments</li> <li>Movement activity</li> </ul>
RE 8 A	Students will: <ul style="list-style-type: none"> <li>Identify expressive qualities (dynamics, tempo) that reflect a creators'/performers' expressive intent (mood/emotion), with guidance.</li> </ul>	Movement activity pg. 46
RE 9 A	Students will: <ul style="list-style-type: none"> <li>Apply personal and expressive preferences in the evaluation of music, with guidance.</li> </ul>	Class discussion

**D. CONNECT****Relate artistic ideas and work with personal meaning and external contexts**

Standard	Objective	Examples
CO 10 A	Students will: <ul style="list-style-type: none"> <li>Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</li> </ul>	Movement activity pg. 63
CO 10 B	Students will: <ul style="list-style-type: none"> <li>Demonstrate a final version of personal musical ideas to peers, with guidance.</li> </ul>	Performance
CO 10 C	Students will: <ul style="list-style-type: none"> <li>Demonstrate and state interest in varied musical selections, with guidance.</li> </ul>	Class discussion music choice day
CO 10 D	Students will: <ul style="list-style-type: none"> <li>Demonstrate awareness of expressive qualities (voice quality, dynamics, tempo) that support the creators' expressive intent.</li> <li>Explore the ability to define and maintain personal space.</li> <li>Explore movement locomotor and non-locomotor.</li> </ul>	<ul style="list-style-type: none"> <li>Movement activity pg. 28</li> <li>Bubble space</li> <li>Movement activity</li> </ul>
CO 11 A	Students will: <ul style="list-style-type: none"> <li>Explore understanding of relationships between music and the other arts, other disciplines, caries contexts, and daily life.</li> </ul>	Classroom discussion
CO 11 B	Students will: <ul style="list-style-type: none"> <li>Explore and demonstrate awareness of music contrasts (high/low, loud/soft, same/different) in variety of music selected for performance, with guidance.</li> </ul>	Movement activity pg. 65
CO 11 C	Students will: <ul style="list-style-type: none"> <li>Demonstrate how a specific music concept (beat, melodic direction) is used in music, with guidance.</li> </ul>	Movement activity pg. 83
CO 11 D	Students will: <ul style="list-style-type: none"> <li>Apply personal and expressive preferences in the evaluation of music with guidance.</li> </ul>	Listening activities