

Music
Reporting Standards and Performance Indicators

Standard 1 - DISCIPLINARY LITERACY: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

Music

<u>PK-2nd Grade Performance Indicators</u>	<u>3rd -5th Grade Performance Indicators</u>	<u>6th-8th Grade Performance Indicators</u>	<u>9th-12th Performance Indicators</u>
Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and technique, alone or with others. (MLR A1)	Accurately perform music in easy keys, meters, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and technique, alone or with others. (MLR A1)	Accurately perform music that includes changes of tempo, key and meter in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others. (MLR A1)	Perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others. (MLR A1)
Students identify and read musical notation, symbols, and terminology of dynamics. (MLR A2)	Identify and read musical notation, symbols, and terminology of dynamics. (MLR A2)	Apply accumulated knowledge of musical notation, symbols, and terminology to a music performance. (MLR A2)	Apply accumulated knowledge of musical notation, symbols, and terminology to perform music. (MLR A2)
Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat. (MLR A3)	Describe simple examples of the elements of music. (MLR A3)	Compare elements of music. (MLR A3)	Analyze and evaluate music. (MLR A3)

Standard 2 - CREATION, PERFORMANCE, EXPRESSION: Students create, perform, and express ideas through the art of music discipline.

MUSIC			
PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	<u>6th-8th Grade Performance Indicators</u>	9th-12th Performance Indicators
Create or perform short musical selections of various genres, applying knowledge of proper posture, technique, notions and symbols and terminology of dynamics (MLR B1)	Create or perform music of various styles and genres in easy keys, meters and rhythms with limited ranges. (MLR B1)	Perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands. (MLR B1)	Perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys. (MLR B1)
Use knowledge and skills of standard and nonstandard notation, symbols, and terminology of dynamics	Create compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics. (MLR B2)	Compare musical ideas expressed in compositions. (MLR B2)	Analyze and evaluate musical ideas expressed in compositions. (MLR B2)

Standard 3 - CREATIVE PROBLEM SOLVING: Students approach artistic problem-solving using multiple solutions and the creative process.

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	6th-8th Grade Performance Indicators	9th-12th Performance Indicators
Identify and demonstrate creative problem solving skills. (MLR C1)	Describe and apply creative problem solving steps. (MLR C1)	Describe and apply creative thinking skills that are part of the creative problem-solving process. (MLR C1)	Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)
			Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)

Standard 4 - AESTHETICS AND CRITICISM: Students describe, analyze, interpret, and evaluate art (dance, music, theatre).

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	<u>6th-8th Grade Performance Indicators</u>	9th-12th Performance Indicators
Observe, listen to, describe and ask questions about art forms. (MLR D1a)	Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes. (MLR D1a)	Compare and analyze art forms by applying grade span appropriate concepts, vocabulary skills, and processes. (MLR D1a)	Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)
	Ask questions about an art form to further understand the concepts, skills, and processes used to create/ perform the work of art. (MLR D1b)	Compare the quality and effectiveness of art works using multiple criteria from observations, print and /or non-print sources. (MLR D1b)	Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b)
	Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs. (MLR D1c)	Compare the effectiveness of selected media, techniques, and processes in communicating ideas. (MLR D1c)	Identify the difference between a personal opinion and an informed judgment. (MLR D1c)
		Explain and compare different purposes of artists and art work in the context of place and time. (MLR D1d)	Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)

Standard 5 - CONNECTIONS: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

PK-2nd Grade Performance Indicators	3rd -5th Grade Performance Indicators	<u>6th-8th Grade Performance Indicators</u>	9th-12th Performance Indicators
Identify family or community symbols and celebrations from different world cultures. (MLR E1)	Explain that the visual/ performing arts help people understand history and/or world cultures. (MLR E1)	Compare products of the visual/performing arts to understand history and/or world cultures. (MLR E1)	Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
Identify connections between and among the arts and other disciplines. (MLR E2)	Describe characteristics shared between and among the arts and other disciplines. (MLR E2)	Explain skills and concepts that are similar across disciplines. (MLR E2)	Analyze skills and concepts that are similar across disciplines. (MLR E2)
Identify choices that lead to success in the arts. (MLR E3).	Identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal setting. (MLR E3)	Set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)	Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)
Identify the arts in life experiences. (MLR E4)	Describe the contribution of the arts on lifestyle and career choices. (MLR E4)	Explain the impact of artistic and career choices on self, others, and the natural and man-made environment. (MLR E4)	Explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Identify positive interpersonal skills that impact the quality of their art and participation in the arts. (MLR E5)	Identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts. (MLR E5)	Demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts. (MLR E5)	Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)