

1.3A General Music Standards: by the End of Grade 5

Creating

Anchor Standard 1 Generating and conceptualizing ideas.

- a Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). [1.3A.5.CR1A](#)

Anchor Standard 2 Organizing and developing ideas.

- a Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. [1.3A.5.CR2A](#)
- b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. [1.3A.5.CR2B](#)

Anchor Standard 3 Refining and completing products

- a Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. [1.3A.5.CR3A](#)
 - b Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. [1.3A.5.CR3B](#)
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Performing

Anchor Standard 4 Selecting, analyzing, and interpreting work.

- a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. [1.3A.5.PR4A](#)
 - b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. [1.3A.5.PR4B](#)
 - c Analyze selected music by reading and performing using standard notation. [1.3A.5.PR4C](#)
 - d Explain how context (e.g., personal, social, cultural, historical) informs performances. [1.3A.5.PR4D](#)
 - e Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). [1.3A.5.PR4E](#)
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.

- a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. [1.3A.5.PR5A](#)
 - b Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. [1.3A.5.PR5B](#)
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Anchor Standard 6 Conveying meaning through art.

- a Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. [1.3A.5.PR6A](#)
 - b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. [1.3A.5.PR6B](#)
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Responding

Anchor Standard 7 Perceiving and analyzing products.

- a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. [1.3A.5.RE7A](#)
 - b Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). [1.3A.5.RE7B](#)
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Anchor Standard 8 Applying criteria to evaluate products.

- a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. [1.3A.5.RE8A](#)

Anchor Standard 9 Interpreting intent and meaning.

- a Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. [1.3A.5.RE9A](#)

Connecting

Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.

- a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. [1.3A.5.CN10A](#)

Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. [1.3A.5.CN11A](#)