

Iowa CORE

Companion

Fine Arts Alignment with Iowa Core Universal Constructs

General Music ~ Grades K - 8



Suggested Guidance

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Purpose

Iowa Core Companion documents are intended to fulfill the charge from the Iowa Department of Education that the “work” of implementing the Iowa Core is the responsibility of all educators in Iowa. *Iowa Core Companion* documents provide support and resources for educators wishing to identify connections to the Iowa Core. The information provided in the companion documents is not required of all schools or districts.

The Fine Arts Alignment with the Iowa Core Universal Constructs was written to illustrate how fine arts teachers can align their instruction to the universal constructs from the Iowa Core. By showing connections between the universal constructs and fine arts, the writing team was working toward the goal of demonstrating how the fine arts support the implementation of the Iowa Core. Fine arts are particularly well-suited in supporting students in developing the universal constructs important for success in the 21st Century.

Understanding and Using this Document

This document outlines the fine arts alignment with the Iowa Core and was developed to provide guidance with the Universal Constructs: Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility and Adaptability, and Productivity and Accountability. As school districts continue their work on implementation of the Iowa Core, this document makes apparent the important role that fine arts curriculum plays in student development of the universal constructs.

The emphasis here is not on telling teachers what to teach; it is more on HOW they teach it. An important point in this discussion continues to be that the Iowa Core is not a “curriculum,” but rather a set of standards and expectations for students. This framework enables fine arts educators to see their role in implementing the Iowa Core and ultimately in supporting students to develop 21st Century skills.

The following questions might be a place to start:

1. What do you want your students to know?
2. How are you going to know if they have learned/are learning the information?
3. What are you going to do if the students are not learning?
4. What are you going to do with the students who already know what is being taught?

These questions lead to discussions about content, assessment, and the Characteristics of Effective Instruction. It also helps the teachers define exactly what they should be teaching and how instruction can be differentiated to satisfy the needs of all students in your classroom.

Document Development Process

Phase One:

The Iowa Department of Education asked fine arts educators to determine key skills from the Iowa Core content areas of mathematics, literacy, science and social studies. The General Music writing team decided to embrace the Universal Constructs as the means to connect to the 21st Century Skills. The National Standards for General Music were used as the basis for addressing fundamental strategies of a quality music program.

Phase Two:

The National Music Standards were combined into seven important skills and concepts for General Music classrooms to make connections between a general music curriculum and the six Universal Constructs. The following is a list of the important skills and concepts for General Music classrooms.

1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.
2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.
3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.
4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.
5. Listens, responds, describes, analyzes and evaluates music critically.
6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.
7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.

Phase Three:

The writing team was divided into three groups to work on grade level bands: K-2, 3-5, and 6-8. The seven important skills and concepts from the National Standards were expanded with bullet points to show how practical application might look. The lists developed are not meant to be all-inclusive.

Resources

Partnership for 21st Century Skills. (2010, July). *21st Century Skills Map for the Arts*. Retrieved from http://www.p21.org/storage/documents/P21_arts_map_final.pdf.

Consortium of National Arts Education Associations. (1994). *National Standards for Arts Education*. Retrieved from <http://artsedge.kennedy-center.org/educators/standards.aspx>.

How to Read This Document

General Music teachers can infuse the fundamental strategies from the National Music Standards along with the bulleted implementation examples to examine their own alignment with 21st Century skills, using the Universal Constructs as the pillars of their alignment. General Music Educators can analyze their local curriculum to find determine ways to promote the development of creativity, communication, critical thinking, collaboration, adaptability/flexibility, and productivity/accountability.

Organized by Universal Construct
for all Grade Spans

Skills and Concepts for
General Music
Classrooms Based on
Modified National
Standards

General Music Alignment with 21st Cen Creativity

Grades K-2 Strategies	Grades 3-5 Strategies
<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games • develops pitch matching skills. 	<p>1. Uses songs, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • sings alone and with others using accurate pitches, a variety of ethnic, folk, and patriotic songs • uses rhythmic speech as a performance element or as

EXAMPLES of
Instructional Strategies
Aligned to the Universal
Constructs

General Music Alignment to the 21st Century Universal Constructs By K-2 Grade Span

Universal Constructs	Expectations for General Music Classrooms Based on National Standards with Examples of Instructional Strategies Aligned to the Universal Constructs
<ul style="list-style-type: none"> • complex communication • collaboration • creativity • productivity and accountability 	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games • develops pitch matching skills, alone and in groups • creates expressive movement to accompany a song or recording • uses expressive speech and articulation to tell a story • practices creative movement alone and in groups • develops a movement vocabulary
<ul style="list-style-type: none"> • complex communication • creativity • collaboration • productivity and accountability 	<p>2. Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs with the group by maintaining the beat shared by the group • explores various levels of body percussion (claps, snaps, pats, stamps) • performs steady beat and simple rhythmic patterns on unpitched percussion
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • flexibility and adaptability • productivity and accountability 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises musical answers by singing or playing instruments in response to musical questions • organizes familiar rhythmic and melodic elements into original patterns, using speech and notation • transfers creations to an instrument and/or voice
<ul style="list-style-type: none"> • complex communication • collaboration • productivity and accountability 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • uses an established notation system to read and notate simple rhythm patterns • uses a staff to read and notate simple melodies with a controlled number of pitches • uses iconic (picture) notation to help tell a story, providing sounds that are appropriate to the icons

General Music Alignment to the 21st Century Universal Constructs By K-2 Grade Span

Universal Constructs	Expectations for General Music Classrooms Based on National Standards with Examples of Instructional Strategies Aligned to the Universal Constructs
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • productivity and accountability 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • creates a dance based on the form of a simple ABA musical example • compares and contrasts two performances of the same song, and is able to articulate how they are the same or different • describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style---for example, is able to articulate why a song is a good lullaby • expresses preference for songs using musical terms
<ul style="list-style-type: none"> • complex communication • flexibility and adaptability 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • performs music from a variety of world cultures in an authentic manner • performs music from different cultures, and is able to articulate how the songs are alike and different • listens to music from various cultures: Mexico, Japan, Africa, etc. • identifies the likely origin of the music, using musical terms
<ul style="list-style-type: none"> • critical thinking creativity • flexibility and adaptability 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> • incorporates drama and visual arts into a performance • incorporates iconic (picture) symbols and other discipline connections

General Music Alignment to the 21st Century Universal Constructs By 3-5 Grade Span

Universal Constructs	Expectations for General Music Classrooms Based on National Standards with Examples of Instructional Strategies Aligned to the Universal Constructs
<ul style="list-style-type: none"> • complex communication • collaboration • creativity • productivity and accountability 	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs • uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns • incorporates movement or dance into a performance product to enhance the message of the music • accumulates additional movement vocabulary and skills through creative movement and folk dance
<ul style="list-style-type: none"> • complex communication • creativity • collaboration • productivity and accountability 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • creates and performs on both pitched and unpitched instruments; this can include playing barred instruments in C, F, and G pentatonic keys in accompanimental, soloist, and improvisatory styles • creates and performs in modes, including 'la' based minor • demonstrates psychomotor/coordination skills essential to all disciplines • performs rhythmic patterns using 2-4 levels of body percussion • plays unpitched percussion in a variety of styles • plays melodic music using a recorder or other instrument
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • flexibility and adaptability • productivity and accountability 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises vocally and instrumentally various styles of music • uses a variety of media, including technological tools, to compose music utilizing basic musical terminology and compositional technique • applies learned rhythmic, melodic, and formal elements to new compositions, improvisations, and arrangements and transfers them to an instrument or voice • composes and/or improvises movement sequences

General Music Alignment to the 21st Century Universal Constructs By 3-5 Grade Span

Universal Constructs	Expectations for General Music Classrooms Based on National Standards with Examples of Instructional Strategies Aligned to the Universal Constructs
<ul style="list-style-type: none"> • complex communication • collaboration • productivity and accountability 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • reads, sings, plays, and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major, and minor • reads, notates, and performs music using advanced rhythms in a variety of meters
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • productivity and accountability 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies basic musical forms [such as AB, ABA, Rondo, Theme & Variations] by communicating through writing, drawing, and/or moving • communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology • aurally identifies specific rhythmic or melodic elements in recorded music • uses inner voice to silently sing and identify a piece of music • identifies vocal and instrumental timbres
<ul style="list-style-type: none"> • complex communication • flexibility and adaptability 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • identifies basic genres and styles of music via listening and responding in verbal or written form • performs music from various time periods and many cultures, while exploring the history and cultural setting of each piece
<ul style="list-style-type: none"> • critical thinking • creativity • flexibility and adaptability 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> • communicates verbally how music is related to math, geography, and social studies • labels various styles of music with certain countries around the globe • demonstrates how music reading is related to reading poetry • describes various aspects of music production utilizing terms from physics and general science • utilizes technology to connect music and other disciplines • infuses all arts disciplines (visual arts, dance, music, drama) together into projects

General Music Alignment to the 21st Century Universal Constructs By 6-8 Grade Span

Universal Constructs	Expectations for General Music Classrooms Based on National Standards with Examples of Instructional Strategies Aligned to the Universal Constructs
<ul style="list-style-type: none"> • complex communication • collaboration • creativity • productivity • and accountability 	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs music at a developmentally appropriate level of mastery • maintains a vocal singing range and continue to perform in a variety of styles during the adolescent voice change • sings in two or more parts of harmony • communicates music effectively through creative movement and folk dance
<ul style="list-style-type: none"> • complex communication • creativity • collaboration • productivity and accountability 	<p>2. Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • plays small pieces alone or in groups demonstrating good technique and style • performs an individual instrumental part in an ensemble • performs, composes, and/or improvises using all levels of body percussion
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • flexibility and adaptability • productivity and accountability 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises and/or creates a simple melodic line • distinguishes between melody and harmony and create lines for both • creates original melodic lines that follow a chord progression • improvises advanced rhythmic ideas without losing the pulse • uses movement vocabulary and skills to create dances and interpretations of music • improvises musical accompaniments to movement and movement accompaniments to music
<ul style="list-style-type: none"> • complex communication • collaboration, productivity and accountability 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • manipulates pitches as a compositional device: sequence, imitation, repetition, melodic ideas and development • creates multi-media compositions using computer software • utilizes key signatures, scales, and chords • reads and notates rhythms and melodies that are grade level appropriate

General Music Alignment to the 21st Century Universal Constructs By 6-8 Grade Span

Universal Constructs	Expectations for General Music Classrooms Based on National Standards with Examples of Instructional Strategies Aligned to the Universal Constructs
<ul style="list-style-type: none"> • critical thinking • creativity • collaboration • productivity and accountability) 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies specified musical concepts while listening to the music • listens discriminately and makes informed musical judgments while accepting that the aesthetic response is unique to all individuals • uses appropriate vocabulary, media, tools, and processes required to evaluate music
<ul style="list-style-type: none"> • complex communication • flexibility and adaptability 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • recognizes that the aesthetic effect of music is unique to all cultures • expresses awareness that historical musical trends have influenced contemporary music • researches independently and shares the historical and cultural context of a piece of music • listens to and recognizes songs, dances, and instruments from various cultures and regions
<ul style="list-style-type: none"> • critical thinking • creativity • flexibility and adaptability 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences</p> <ul style="list-style-type: none"> • demonstrates knowledge of technology in the area of music • identifies musical concepts through computer assisted instruction • defines, identifies, manipulates, and creates music through the use of computer assisted technology. (i.e., composing using a notation program, creating midi sequences, creating music videos, creating and maintaining a classroom website) • communicates ways that music can be integrated into the life of an adult or community • infuses various arts disciplines (visual arts, dance, music, drama) together in classroom projects

The following section contains the same alignment of Fine Arts to the Universal Constructs but presents it in a different organizational structure. The strategies are organized by Universal Construct rather than by grade span. The writers of this document believe this organizational structure might be helpful to fine arts educators participating in professional development on the Universal Constructs or working to examine school curriculum across multiple content areas.

General Music Alignment with 21st Century Universal Construct Critical Thinking

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
1. Less Applicable. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.		
2. Less Applicable. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.		
<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises musical answers by singing or playing instruments in response to musical questions • organizes familiar rhythmic and melodic elements into original patterns, using speech and graphic notation • transfers creations to an instrument and/or voice 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises vocally and instrumentally various styles of music • uses a variety of media, including technological tools, to compose music utilizing basic musical terminology and compositional technique • applies learned rhythmic, melodic, and formal elements to new compositions, improvisations, and arrangements and transfers them to an instrument or voice • composes and/or improvises movement sequences 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises and/or creates a simple melodic line • distinguishes between melody and harmony and create lines for both • creates original melodic lines that follow a chord progression • improvises advanced rhythmic ideas without losing the pulse • uses movement vocabulary and skills to create dances and interpretations of music • improvises musical accompaniments to movement and movement accompaniments to music
4. Less Applicable. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.		

General Music Alignment with 21st Century Universal Construct Critical Thinking

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> creates a dance based on the form of a simple ABA musical example compares and contrasts two performances of the same song and is able to articulate how they are the same or different describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style---for example, is able to articulate why a song is a good lullaby. expresses preference for songs using musical terms 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> identifies basic musical forms [such as AB, ABA, Rondo, Theme & Variations] by communicating through writing, drawing, and/or moving communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology aurally identifies specific rhythmic or melodic elements in recorded music uses inner voice to silently sing and identify a piece of music identifies vocal and instrumental timbres 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> identifies specified musical concepts while listening to the music listens discriminately and makes informed musical judgments while accepting that the aesthetic response is unique to all individuals uses appropriate vocabulary, media, tools, and processes required to evaluate music
<p>6. Less Applicable. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p>		
<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> incorporates drama and visual arts into a performance incorporates iconic symbols and other discipline connections 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> communicates verbally how music is related to math, geography, and social studies labels various styles of music with certain countries around the globe demonstrates how music reading is related to reading poetry describes various aspects of music production utilizing terms from physics and general science utilizes technology to connect music and other disciplines infuses all arts disciplines (visual arts, dance, music, drama) together into projects 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> demonstrates knowledge of technology in the area of music identifies musical concepts through computer assisted instruction defines, identifies, manipulates, and creates music through the use of computer assisted technology. (ie - composing using a notation program, creating midi sequences, creating music videos, creating and maintaining a classroom website.) communicates ways that music can be integrated into the life of an adult or community infuses various arts disciplines (visual arts, dance, music, drama) together in classroom projects

General Music Alignment with 21st Century Universal Construct Complex Communication

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games • develops pitch matching skills, alone and in groups • creates expressive movement to accompany a song or recording • uses expressive speech and articulation to tell a story • <i>practices</i> creative movement alone and in groups • develops a movement vocabulary 	<p>1. Uses songs, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs • uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns • incorporates movement or dance into a performance product to enhance the message of the music • accumulates additional movement vocabulary and skills through creative movement and folk dance 	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs music at a developmentally appropriate level of mastery • maintains a vocal singing range and continue to perform in a variety of styles during the adolescent voice change • sings in two or more parts of harmony • communicates music effectively through creative movement and folk dance
<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs with the group by maintaining the beat shared by the group • explores various levels of body percussion (claps, snaps, pats, stamps) • performs steady beat and simple rhythmic patterns on untuned percussion 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • creates and performs on both pitched and unpitched instruments; this can include playing barred instruments in C, F, and G pentatonic keys in accompanimental, soloist, and improvisatory styles. • creates and performs in modes, including 'la' based minor. • demonstrates psychomotor/coordination skills essential to all disciplines. • performs rhythmic patterns using 2-4 levels of body percussion • plays untuned percussion in a variety of styles. • plays melodic music using a recorder or other instrument 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • plays small pieces alone or in groups demonstrating good technique and style • performs an individual instrumental part in an ensemble • performs, composes, and/or improvises using all levels of body percussion

General Music Alignment with 21st Century Universal Construct

Complex Communication

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
3. Less Applicable. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.		
<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • uses an established notation system to read and notate simple rhythm patterns. • uses a staff to read and notate simple melodies with a controlled number of pitches. • uses iconic notation to help tell a story, providing sounds that are appropriate to the icons 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • reads, sings, plays, and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major, and minor • reads, notates, and performs music using advanced rhythms in a variety of meters 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • manipulates pitches as a compositional device: sequence, imitation, repetition, melodic ideas and development • creates multi-media compositions using computer software • utilizes key signatures, scales, and chords • reads and notates rhythms and melodies that are grade level appropriate
5. Less Applicable. Listens, responds, describes, analyzes and evaluates music critically.		
<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • performs music from a variety of world cultures in an authentic manner • performs music from different cultures, and is able to articulate how the songs are alike and different • listens to music from various cultures: Mexico, Japan, Africa etc. • identifies the likely origin of the music, using musical terms 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • identifies basic genres and styles of music via listening and responding in verbal or written form • performs music from various time periods and many cultures, while exploring the history and cultural setting of each piece • listens to music from various cultures: Mexico, Japan, Africa, etc. • identifies the likely origin of the music, using musical terms 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • recognizes that the aesthetic effect of music is unique to all cultures • expresses awareness that historical musical trends have influenced contemporary music • researches independently and shares the historical and cultural context of a piece of music • listens to and recognizes songs, dances, and instruments from various cultures and region
7. Less Applicable. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.		

General Music Alignment with 21st Century Universal Construct Creativity

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games • develops pitch matching skills, alone and in groups • creates expressive movement to accompany a song or recording • uses expressive speech and articulation to tell a story • practices creative movement alone and in groups • develops a movement vocabulary 	<p>1. Uses songs, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs • uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns • incorporates movement or dance into a performance product to enhance the message of the music • accumulates additional movement vocabulary and skills through creative movement and folk dance 	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs music at a developmentally appropriate level of mastery • maintains a vocal singing range and continue to perform in a variety of styles during the adolescent voice change • sings in two or more parts of harmony • communicates music effectively through creative movement and folk dance
<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs with the group by maintaining the beat shared by the group • explores various levels of body percussion (claps, snaps, pats, stamps) • performs steady beat and simple rhythmic patterns on untuned percussion 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • creates and performs on both pitched and unpitched instruments; this can include playing barred instruments in C, F, and G pentatonic keys in accompanimental, soloist, and improvisatory styles. • creates and performs in modes, including 'la' based minor. • demonstrates psychomotor/coordination skills essential to all disciplines. • performs rhythmic patterns using 2-4 levels of body percussion • plays untuned percussion in a variety of styles. • plays melodic music using a recorder or other instrument 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • plays small pieces alone or in groups demonstrating good technique and style • performs an individual instrumental part in an ensemble • performs, composes, and/or improvises using all levels of body percussion

General Music Alignment with 21st Century Universal Construct Creativity

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises musical answers by singing or playing instruments in response to musical questions • organizes familiar rhythmic and melodic elements into original patterns, using speech and graphic notation • transfers creations to an instrument and/or voice 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises vocally and instrumentally various styles of music • uses a variety of media, including technological tools, to compose music utilizing basic musical terminology and compositional technique • applies learned rhythmic, melodic, and formal elements to new compositions, improvisations, and arrangements and transfers them to an instrument or voice • composes and/or improvises movement sequences 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises and/or creates a simple melodic line • distinguishes between melody and harmony and create lines for both • creates original melodic lines that follow a chord progression • improvises advanced rhythmic ideas without losing the pulse • uses movement vocabulary and skills to create dances and interpretations of music • improvises musical accompaniments to movement and movement accompaniments to music
<p>4. Less Applicable. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p>		
<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • creates a dance based on the form of a simple ABA musical example • compares and contrasts two performances of the same song, and is able to articulate how they are the same or different • describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style--- for example, is able to articulate why a song is a good lullaby. • expresses preference for songs using musical terms 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies basic musical forms [such as AB, ABA, Rondo, Theme & Variations] by communicating through writing, drawing, and/or moving • communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology • aurally identifies specific rhythmic or melodic elements in recorded music • uses inner voice to silently sing and identify a piece of music • identifies vocal and instrumental timbres 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies specified musical concepts while listening to the music • listens discriminately and makes informed musical judgments while accepting that the aesthetic response is unique to all individuals • uses appropriate vocabulary, media, tools, and processes required to evaluate music

General Music Alignment with 21st Century Universal Construct Creativity

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • performs music from a variety of world cultures in an authentic manner • performs music from different cultures, and is able to articulate how the songs are alike and different • listens to music from various cultures: Mexico, Japan, Africa etc. • identifies the likely origin of the music, using musical term 	<p>6. Less Applicable. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p>	<p>6. Less Applicable. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p>
<p>7. Less Applicable. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p>	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> • communicates verbally how music is related to math, geography, and social studies • labels various styles of music with certain countries around the globe • demonstrates how music reading is related to reading poetry • describes various aspects of music production utilizing terms from physics and general science • utilizes technology to connect music and other disciplines • infuses all arts disciplines (visual arts, dance, music, drama) together into projects 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> • demonstrates knowledge of technology in the area of music • identifies musical concepts through computer assisted instruction • defines, identifies, manipulates, and creates music through the use of computer assisted technology. (ie - composing using a notation program, creating midi sequences, creating music videos, creating and maintaining a classroom website.) • communicates ways that music can be integrated into the life of an adult or community • infuses various arts disciplines (visual arts, dance, music, drama) together in classroom projects

General Music Alignment to 21st Century Universal Construct Collaboration

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games • develops pitch matching skills, alone and in groups • creates expressive movement to accompany a song or recording • uses expressive speech and articulation to tell a story • <i>practices</i> creative movement alone and in groups • develops a movement vocabulary 	<p>1. Uses songs, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs • uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns • incorporates movement or dance into a performance product to enhance the message of the music • accumulates additional movement vocabulary and skills through creative movement and folk dance 	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs music at a developmentally appropriate level of mastery • maintains a vocal singing range and continue to perform in a variety of styles during the adolescent voice change • sings in two or more parts of harmony • communicates music effectively through creative movement and folk dance
<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs with the group by maintaining the beat shared by the group • explores various levels of body percussion (claps, snaps, pats, stamps) • performs steady beat and simple rhythmic patterns on untuned percussion 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • creates and performs on both pitched and unpitched instruments; this can include playing barred instruments in C, F, and G pentatonic keys in accompanimental, soloist, and improvisatory styles. • creates and performs in modes, including 'la' based minor. • demonstrates psychomotor/coordination skills essential to all disciplines. • performs rhythmic patterns using 2-4 levels of body percussion • plays untuned percussion in a variety of styles. • plays melodic music using a recorder or other instrument 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • plays small pieces alone or in groups demonstrating good technique and style • performs an individual instrumental part in an ensemble • performs, composes, and/or improvises using all levels of body percussion

General Music Alignment with 21st Century Universal Construct Collaboration

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises musical answers by singing or playing instruments in response to musical questions • organizes familiar rhythmic and melodic elements into original patterns, using speech and graphic notation • transfers creations to an instrument and/or voice 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises vocally and instrumentally various styles of music • uses a variety of media, including technological tools, to compose music utilizing basic musical terminology and compositional technique • applies learned rhythmic, melodic, and formal elements to new compositions, improvisations, and arrangements and transfers them to an instrument or voice • composes and/or improvises movement sequences 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises and/or creates a simple melodic line • distinguishes between melody and harmony and create lines for both • creates original melodic lines that follow a chord progression • improvises advanced rhythmic ideas without losing the pulse • uses movement vocabulary and skills to create dances and interpretations of music • improvises musical accompaniments to movement and movement accompaniments to music
<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • uses an established notation system to read and notate simple rhythm patterns. • uses a staff to read and notate simple melodies with a controlled number of pitches. • uses iconic notation to help tell a story, providing sounds that are appropriate to the icons 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • reads, sings, plays, and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major, and minor • reads, notates, and performs music using advanced rhythms in a variety of meters 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • manipulates pitches as a compositional device: sequence, imitation, repetition, melodic ideas and development • creates multi-media compositions using computer software • utilizes key signatures, scales, and chords • reads and notates rhythms and melodies that are grade level appropriate

General Music Alignment with the 21st Century Universal Construct Collaboration

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • creates a dance based on the form of a simple ABA musical example • compares and contrasts two performances of the same song, and is able to articulate how they are the same or different • describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style---for example, is able to articulate why a song is a good lullaby. • expresses preference for songs using musical terms 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies basic musical forms [such as AB, ABA, Rondo, Theme & Variations] by communicating through writing, drawing, and/or moving • communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology • aurally identifies specific rhythmic or melodic elements in recorded music • uses inner voice to silently sing and identify a piece of music • identifies vocal and instrumental timbres 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies specified musical concepts while listening to the music • listens discriminately and makes informed musical judgments while accepting that the aesthetic response is unique to all individuals • uses appropriate vocabulary, media, tools, and processes required to evaluate music
<p>6. Less Applicable. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p>		
<p>7. Less Applicable. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p>		

General Music Alignment with the 21st Century Universal Construct Flexibility and Adaptability

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
1. Less Applicable. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.		
2. Less Applicable. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.		
<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises musical answers by singing or playing instruments in response to musical questions • organizes familiar rhythmic and melodic elements into original patterns, using speech and graphic notation • transfers creations to an instrument and/or voice 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises vocally and instrumentally various styles of music • uses a variety of media, including technological tools, to compose music utilizing basic musical terminology and compositional technique • applies learned rhythmic, melodic, and formal elements to new compositions, improvisations, and arrangements and transfers them to an instrument or voice • composes and/or improvises movement sequences 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises and/or creates a simple melodic line • distinguishes between melody and harmony and create lines for both • creates original melodic lines that follow a chord progression • improvises advanced rhythmic ideas without losing the pulse • uses movement vocabulary and skills to create dances and interpretations of music • improvises musical accompaniments to movement and movement accompaniments to music
4. Less Applicable. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.		
5. Less Applicable. Listens, responds, describes, analyzes and evaluates music critically.		

General Music Alignment with 21st Century Universal Construct Flexibility and Adaptability

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • performs music from a variety of world cultures in an authentic manner • performs music from different cultures, and is able to articulate how the songs are alike and different • Listens to music from various cultures: Mexico, Japan, Africa etc. • identifies the likely origin of the music, using musical terms 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • identifies basic genres and styles of music via listening and responding in verbal or written form • performs music from various time periods and many cultures, while exploring the history and cultural setting of each piece • listens to music from various cultures: Mexico, Japan, Africa, etc. • identifies the likely origin of the music, using musical terms 	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p> <ul style="list-style-type: none"> • recognizes that the aesthetic effect of music is unique to all cultures • expresses awareness that historical musical trends have influenced contemporary music • researches independently and shares the historical and cultural context of a piece of music • listens to and recognizes songs, dances, and instruments from various cultures and regions
<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> • incorporates drama and visual arts into a performance • incorporates iconic symbols and other discipline connections 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> • communicates verbally how music is related to math, geography, and social studies • labels various styles of music with certain countries around the globe • demonstrates how music reading is related to reading poetry • describes various aspects of music production utilizing terms from physics and general science • utilizes technology to connect music and other disciplines • infuses all arts disciplines (visual arts, dance, music, drama) together into projects 	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p> <ul style="list-style-type: none"> • demonstrates knowledge of technology in the area of music • identifies musical concepts through computer assisted instruction • defines, identifies, manipulates, and creates music through the use of computer assisted technology. (i.e., - composing using a notation program, creating midi sequences, creating music videos, creating and maintaining a classroom website.) • communicates ways that music can be integrated into the life of an adult or community • infuses various arts disciplines (visual arts, dance, music, drama) together in classroom projects

General Music Alignment with the 21st Century Universal Construct Productivity and Accountability

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games • develops pitch matching skills, alone and in groups • creates expressive movement to accompany a song or recording • uses expressive speech and articulation to tell a story • <i>practices</i> creative movement alone and in groups • develops a movement vocabulary 	<p>1. Uses songs, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs • uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns • incorporates movement or dance into a performance product to enhance the message of the music • accumulates additional movement vocabulary and skills through creative movement and folk dance 	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs music at a developmentally appropriate level of mastery • maintains a vocal singing range and continue to perform in a variety of styles during the adolescent voice change • sings in two or more parts of harmony • communicates music effectively through creative movement and folk dance
<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • performs with the group by maintaining the beat shared by the group • explores various levels of body percussion (claps, snaps, pats, stamps) • performs steady beat and simple rhythmic patterns on untuned percussion 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • creates and performs on both pitched and unpitched instruments; this can include playing barred instruments in C, F, and G pentatonic keys in accompanimental, soloist, and improvisatory styles. • creates and performs in modes, including 'la' based minor. • demonstrates psychomotor/coordination skills essential to all disciplines. • performs rhythmic patterns using 2-4 levels of body percussion • plays untuned percussion in a variety of styles. • plays melodic music using a recorder or other instrument 	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.</p> <ul style="list-style-type: none"> • plays small pieces alone or in groups demonstrating good technique and style • performs an individual instrumental part in an ensemble • performs, composes, and/or improvises using all levels of body percussion

General Music Alignment with 21st Century Universal Construct Productivity and Accountability

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises musical answers by singing or playing instruments in response to musical questions • organizes familiar rhythmic and melodic elements into original patterns, using speech and graphic notation • transfers creations to an instrument and/or voice 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises vocally and instrumentally various styles of music • uses a variety of media, including technological tools, to compose music utilizing basic musical terminology and compositional technique • applies learned rhythmic, melodic, and formal elements to new compositions, improvisations, and arrangements and transfers them to an instrument or voice • composes and/or improvises movement sequences 	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.</p> <ul style="list-style-type: none"> • improvises and/or creates a simple melodic line • distinguishes between melody and harmony and create lines for both • creates original melodic lines that follow a chord progression • improvises advanced rhythmic ideas without losing the pulse • uses movement vocabulary and skills to create dances and interpretations of music • improvises musical accompaniments to movement and movement accompaniments to music
<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • uses an established notation system to read and notate simple rhythm patterns. • uses a staff to read and notate simple melodies with a controlled number of pitches. • uses iconic notation to help tell a story, providing sounds that are appropriate to the icons 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • reads, sings, plays, and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major, and minor • reads, notates, and performs music using advanced rhythms in a variety of meters 	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.</p> <ul style="list-style-type: none"> • manipulates pitches as a compositional device: sequence, imitation, repetition, melodic ideas and development • creates multi-media compositions using computer software • utilizes key signatures, scales, and chords • reads and notates rhythms and melodies that are grade level appropriate

General Music Alignments to the 21st Century Universal Construct Productivity and Accountability

Grades K-2 Strategies	Grades 3-5 Strategies	Grades 6-8 Strategies
<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • creates a dance based on the form of a simple ABA musical example • compares and contrasts two performances of the same song, and is able to articulate how they are the same or different • describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style--- for example, is able to articulate why a song is a good lullaby. • expresses preference for songs using musical terms 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies basic musical forms [such as AB, ABA, Rondo, Theme & Variations] by communicating through writing, drawing, and/or moving • communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology • aurally identifies specific rhythmic or melodic elements in recorded music • uses inner voice to silently sing and identify a piece of music • identifies vocal and instrumental timbres 	<p>5. Listens, responds, describes, analyzes and evaluates music critically.</p> <ul style="list-style-type: none"> • identifies specified musical concepts while listening to the music • listens discriminately and makes informed musical judgments while accepting that the aesthetic response is unique to all individuals • uses appropriate vocabulary, media, tools, and processes required to evaluate music
<p>6. Less Applicable. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.</p>		
<p>7. Less Applicable. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.</p>		