

K-12 Music Family Guide

The state of Wisconsin sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you understand those standards and partner with teachers to support your child's learning in grades kindergarten through twelfth. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Music

The overall focus of music is to build students' skills and knowledge through experiential musical activities that create, perform, respond, and connect.

Ideas of What I Might Learn and Do in Grades K-2

I can...

CREATE

- Discover musical ideas through simple rhythm and melodic patterns.
- Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.
- Explore the creation of short pieces using standard and/or alternative notation.
- Identify musical ideas through verbal, written, aural, or technological means.

RESPOND

- Recognize and respond to foundational musical elements.
- Express musical ideas through verbal, movement, written, or artistic means.
- Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.
- Identify proper concert/audience etiquette.

PERFORM

- Explore and identify the meaning of a song through its text by singing and/or playing an instrument.
- Discover how to express a piece of music to convey its meaning.
- Examine and share the performance with class and teacher.
- Identify the persons serving in the roles of performer and audience.
- Explore music through both reading and aural approaches.

CONNECT

- Explore the historical and cultural aspects of music as it relates to other disciplines and arts.
- Express how music relates to self and others.
- Explore musical connections, similarities, and differences.
- Share various roles of musicians in their own and other cultures.

Questions to Support Learning

I See, Think, Wonder

- What do you see in the music performance? What do you hear in the music?
- What do you think about music?
- What do you wonder about the music and musicians or composers?

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Ideas of What I Might Learn and Do in Grades 3 - 5

I can...

CREATE

- Explore rhythmic, melodic, and harmonic phrases.
- Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.
- Compose short pieces using standard and/or alternative notation to document personal musical ideas.
- Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.

RESPOND

- Recognize and define grade-appropriate foundational musical elements.
- Express musical ideas through verbal, movement, written, or artistic means.
- Utilize appropriate music terminology in the evaluation /reflection of music performances.
- Demonstrate proper concert/audience etiquette.

PERFORM

- Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.
- Demonstrate expressive qualities in performance.
- Critique performances of self and peers.
- Identify the importance of the performer and the audience.
- Investigate music from aural traditions and through standard and alternative notation through performance.

CONNECT

- Compare the historical and cultural aspects of music with other disciplines.
- Explain how music relates to self, others, and the world.
- Examine and evaluate musical connections, similarities, and differences.
- Describe roles of musicians in various music settings and world cultures.

Questions to Support Learning

I See, Think, Wonder

- What do you see in the music performance? What do you hear in the music?
- What do you think about music?
- What do you wonder about the music and musicians or composers?

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Ideas of What I Might Learn and Do in Grades 6 - 8

I can...

CREATE

- Develop musical compositions for voices or instruments.
- Improvise rhythmic, melodic, and harmonic variations to embellish a song.
- Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.
- Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.

RESPOND

- Define and demonstrate understanding of foundational musical elements in discussion and written reflections.
- Express musical ideas through verbal, movement, written, artistic, or technological means.
- Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Reflect upon and critique performances using grade- appropriate music vocabulary.

PERFORM

- Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- Perform using expressive qualities and techniques.
- Discuss own ideas and feedback of others to develop strategies to address technical challenges.
- Illustrate how the setting and elements of music contribute to understanding the context of the music.
- Demonstrate an understanding of music from aural traditions and through standard and alternative notation through performance.

CONNECT

- Analyze the historical and cultural relationships between music and other disciplines.
- Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.
- Categorize musical connections, similarities, and differences.
- Compare and contrast the roles of musicians in various music settings and world cultures.

Questions to Support Learning

I See, Think, Wonder

- What do you see in the music performance? What do you hear in the music?
- What do you think about music?
- What do you wonder about the music and musicians or composers?

Music

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Ideas of What I Might Learn and Do in Grades 9 - 12

I can...

CREATE

- Design and develop musical compositions for voices or instruments.
- Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.
- Compose pieces in a distinct style, using standard and/or alternative notation and technology, demonstrating creativity in the use of the elements of music for expressive effect.
- Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines to demonstrate creativity in the elements of music.

RESPOND

- Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.
- Express musical ideas through verbal, movement, written, artistic, or technological means.
- Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Reflect upon and critique performances using grade-appropriate music vocabulary.

PERFORM

- Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
- Perform using expressive qualities and techniques with the composer's intent.
- Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.
- Illustrate how the setting, and elements of music, contribute to the context and expressive qualities of the music.
- Interpret and perform music from aural traditions and through standard and alternative notation with stylistic accuracy.

CONNECT

- Interpret the historical and cultural relationships between music and other disciplines.
- Explain the relationship between performer and audience using grade-appropriate music vocabulary.
- Analyze connections, similarities, and differences in a musical context.
- Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.

Questions to Support Learning

I See, Think, Wonder

- What do you see in the music performance? What do you hear in the music?
- What do you think about music?
- What do you wonder about the music and musicians or composers?

