

DRAFT WISCONSIN STANDARDS FOR MUSIC

General Music Strand and Performance Music Strand

CREATE

Students will generate, develop, and refine artistic work.

K-2
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.

3-5
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.

6-8
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.

9-12
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.

PERFORM

Students will analyze, develop, and convey meaning through the presentation of artistic work.

(The additional performance indicators for the Performance Strand are identified with *.)

K-2
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 persons serving in the roles of performer and audience.
Explore music through both reading and aural approaches.
*Perform in a classroom setting.
*Perform in a classroom setting within a small group.
*Practice proper concert etiquette for a variety of musical settings.

3-5
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.
*Perform as a part of an ensemble.
*Perform in small ensembles.
*Practice proper concert etiquette for a variety of musical settings.

6-8
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.
*Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.
*Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance.
*Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.

9-12
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.
*Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.
*Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.
*Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member.

RESPOND

Students will critically interpret intent and meaning in order to evaluate artistic work.

K-2
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.

3-5
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.

6-8
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.

9-12
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.

CONNECT

Students will relate prior knowledge and personal experience with music to cultural and historical context.

K-2
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.

3-5
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.

6-8
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.

9-12
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.