

Wisconsin Standards for Music

Adopted November 2017



Wisconsin Standards for Music

What is Music Education?

Wisconsin defines Music Education as an academic discipline that explores music through developmental experiences involving singing, playing instruments, listening, movement, creative expression, and music reading. The standards outlined in this document provide an important foundation to prepare students for postsecondary education and careers.

Music Education in Wisconsin

Music is part of a comprehensive public school education in Wisconsin. The overall focus of music is to build students' skills and knowledge through experiential musical activities. Four processes supporting student development involve the artistic areas of creating, performing, responding, and connecting. Each of these processes provides students with foundational opportunities to investigate the arts through an inquiry-based lens. The artistic areas encourage students to be creative and innovative in their musical pursuits; to articulate through words, composition, and performance; and to identify aspects of music across time and cultures. This continuum of learning supports our students by fostering their curious, reflective, and thoughtful nature and supporting their citizenry skills through individual and group ensemble work. These artistic processes and activities aim to provide a foundational set of skills and knowledge for students to make them college and career ready.

The 2017 Wisconsin Standards for Music provide a condensed set of academic standards for schools to use in developing their own curriculum. In Wisconsin, a wide variety of music education programming is available to students. This document offers a single set of standards to guide and prepare students to be college and career ready in all school settings and music classes, including traditional, Advanced Placement (AP), International Baccalaureate (IB), Montessori, and other models. School communities have the opportunity to tailor and expand these areas through their own curriculum work.

What are Wisconsin Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local community.

Why are Academic Standards Important?

We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential to making sure our schools offer students opportunities to acquire the knowledge and skills necessary for success beyond the classroom.

What is the Academic Standards Review Process?

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process involves the wide gathering of ideas from multiple persons including music teachers, administrators, parents, business professionals, music industry and service organizations, and leaders from across the state.

The process begins with a survey and notice of intent to review an academic area, which for music was released in February 2017. After a review of the Music Standards survey feedback and current music programming in our schools in March 2017, the Superintendent's Standards Review Council approved the next steps in establishing a Music Standards Writing Committee. The committee started in April 2017 and worked throughout the spring and summer with a review of the survey feedback, the current Wisconsin's Model Academic Standards for Music Education (1997), and other music standards examples including the National Core Arts Standards for Music (2014). Another part of the process includes the public release of the draft with an accompanying survey to gather feedback from the public, key stakeholders, and educators. This feedback is collected to inform the writing committee in their preparation of the draft for further review by the State Superintendent's Standards Review Council. The State Superintendent then determines adoption of the standards. The following links provide more information about this process.

- [The standards review/revision process](#)
- [The State Superintendent's Standards Review Council](#)
- [The checklist used for review of existing/new academic standards to determine if revision or development is needed](#)

Wisconsin's Vision for Music Education

The Wisconsin vision for music education is shaped by Wisconsin educators, experts, and the business community. It is informed by work being done at the national level and by other states. The goal of Wisconsin's vision for music education is to introduce the analytical elements and aesthetic expressive qualities of music to all students. Wisconsin's vision for K-12th grade music is to:

1. Introduce the fundamental concepts and aesthetic aspects of music to all students, beginning in the elementary school levels;
2. Present music at the secondary level that expands exploration through more performance opportunities and engagement of the art form;
3. Offer additional secondary-level music experiences that will allow interested students to study music in depth and prepare them for entry into a career or college;
4. Offer opportunities for students to demonstrate their musical knowledge and skills through the artistic processes of: Create, Perform, Respond, and Connect; and
5. Increase the knowledge of music for all students through investigating various aspects of music across time and cultures.

Standards Conceptual Focus

At the elementary level, music standards support a conceptual framework allowing for music professionals and school communities to add in more curricular details of the types of resources, materials, and specific activities that students may be engaged in. **The conceptual artistic processes of Create, Perform, Respond, and Connect weave through all of the grade bands in this standards set.** The standards performance indicators highlight an intentional use of active terms which coincide with Bloom's Taxonomy. The indicators promote Bloom's Taxonomy categories of remembering, understanding, applying, analyzing, evaluating, and creating.

The continuity of this guide allows a sequential progression of skills for students to build upon from kindergarten through 12th grade. The overall expectations for each grade band highlight the goals for all students in each level. Supplemental resources will be added later. Please consider what resources might be helpful to you in your practice supporting the musical knowledge and skills of our Wisconsin students. (For example, work is in progress to create a resource that aligns the Wisconsin Early Childhood Learning Standards with this set of music standards. In addition, the Wisconsin Department of Public Instruction's music resources for Disciplinary Literacy will be one of many resources connected to this work).

The writing team's goal is to create a set of Music Standards that are useful in building the capacity of *all* music learners in Wisconsin, no matter the focus of the class (General or Performance). In addition, we aim to have a tool which highlights the essential skills and knowledge that educators and school communities can use to shape a comprehensive music education for all students. The intent of the work presented here is to provide music educators with a framework for building their own district-level music curriculum.

Wisconsin's Approach to Standards for Music

The work of the writing committee for the Wisconsin Standards for Music drew from available models of music standards. With the release of the *Wisconsin Model Academic Standards for Music Education* (1997) and the recent launch of the *National Core Arts Standards in Music* (2014), Wisconsin music teachers have had numerous resources to consult when determining how to build the foundational knowledge and skills of students. These resources, along with several other state standards sets, have been the inspiration for this standards document. The standards developed are reflective of the artistic processes of the National Core Arts Standards. These artistic processes—**Create, Perform, Respond, and Connect**—provide the main concepts. The performance indicators, at each grade band, expand on what the standard and artistic process is.

Two standards examples, the *Wisconsin's Model Academic Standards for Music Education* (1997), and the *National Core Arts Standards in Music* (2014), have generated a great deal of attention from educators, parents, and the general public. The choice in comparing these two examples is based on two data collections: 1) an informal poll of music educators asking what set of standards they use in the classroom, and 2) a statewide survey of music educators, administrators, parents, music professionals, and the public asking about standards work and music education skills and knowledge they valued for the classroom. Respondents to the public surveys identified these two standards sets as having great value. The need to respect and pull together aspects from both of these was a common theme shared by respondents as well as members of the team developing this document.

For this revision of the Wisconsin Standards for Music, two strands have been developed: General and Performance. The purposeful reduction to just two strands is meant to further expand experiential music opportunities. This allows educators to focus learners through both a general engagement of music elements and performance. General Music and Performance Music classes share the same performance indicators in Standards 1 (Create), 3 (Respond), and 4 (Connect). Standard 2 (Perform) provides some delineation in whether a student is performing for a general investigatory experience or with the ultimate goal of performing within an organized performance class. Differentiation begins when organized performance classes (such as band, choir, orchestra, jazz groups, percussion ensembles, and ethnic ensembles) begin, and use the additional performance indicators in Standard 2 of the Performance Strand.

The Wisconsin Standards for Music may be taught through a variety of classes and experiences. Each district has the opportunity to identify how to implement these standards, and to determine the means by which students will meet these standards. Critical to this work is the continued conversations in school communities with multiple stakeholders to support the implementation of these standards. These conversations are a starting point for determining how to set the stage for high-quality, comprehensive music programming throughout Wisconsin's schools.

Resources

The majority of the resources used in developing the Wisconsin Standards for Music came from the *Wisconsin Model Academic Standards for Music* (1997) and the *National Core Arts Standards in Music* (2014).

- [National Core Arts Standards \(2014\); Copyright Use](#)
 - o [Music Standards Strand \(PreK-8\)](#)
 - o [Music - Harmonizing Instruments Strand](#)
 - o [Music - Composition and Theory Strand](#)
 - o [Music - Traditional and Emerging Ensembles Strand](#)
 - o [Music - Music Technology Strand](#)
- [Wisconsin Model Academic Standards for Music \(1997\)](#)

Also considered for comparison were:

- [Arizona Music Standards \(2015\)](#)
- [Colorado Music Standards \(2009\)](#)
- [Florida Music Standards; Search online tool \(2010\)](#)
- [Maine Visual Performing Arts Standards \(2007\); Maine Music Standards \(2007\)](#)
- [Montana Arts Content Standards \(2016\)](#)
- [Oklahoma State Department of Education - Music Standards \(2013\)](#)

Components of the Standards

Here are some things to look for in these standards:

1. The Wisconsin Standards for Music focus on the artistic processes of **Create, Perform, Respond, and Connect**. These are inspired by the National Core Arts Standards (2014).
2. The Wisconsin Standards for Music are organized by grade bands: K-2, 3-5, 6-8, and 9-12. This allows for some flexibility in instruction and greater differentiation for the support of students over time. All levels identify *proficient* for the older grade level in that band. Supplemental materials providing additional levels, such as those in early childhood and for advanced music levels, are being investigated to support this work at a later time.
3. There are four Music Standards identified for grades kindergarten through 12. These conceptual ideas take into consideration the current *Wisconsin Model Academic Standards for Music* (1997) and the *National Core Arts Standards* (2014), as well as other state examples available and reviewed by the writing team.
4. The overall concept for the music standards provide **what students should know and be able to do** in the identified grade bands. Performance indicators provide additional ideas to support the standards. The performance indicators allow for flexibility for educators and school communities to identify more specific elements through their own curricular development. This document focuses on the **what** (and not the **how**) a learner will know when they reach the identified performance indicators. This set of standards does not prescribe specific strategies or knowledge sets or music examples, *but rather allows the school community to identify these areas through their own music curriculum plan.*

Music Strands

The two strands differentiated within the standards are defined as General Music and Performance Music. These are defined in the following ways:

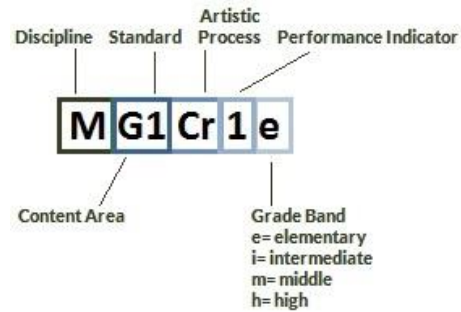
- **General Music** indicates those formal courses exploring music in a non-performance setting. These would include standard “general music” classes, theory (including IB and AP), music composition and improvisation, history, harmonizing instruments, music technology, and any other focus in grades kindergarten through 12.
- **Performance Music** identifies formal courses in grade bands 6-8 and 9-12 which have a focus on actual public music performance. These can include any type of performance-based class such as traditional bands, choirs, orchestras, ethnic ensembles, jazz performance, small ensembles, solo performance (again including IB foci), and other ensembles utilizing instruments and/or vocal combinations in performance.

Both strands investigate the standards of **Create, Perform, Respond, and Connect**. Performance Music has four additional performance indicators for grade bands 3-5, 6-8, and 9-12. These indicators provide additional opportunities for students to explore and master formal skills and knowledge in specific performance classes in these grade bands

Standards Structure

The Wisconsin Standards for Music follows a structure similar to all Wisconsin State Standards.

Standards Coding



Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do.
- **Artistic Process:** Breaks down the broad statement into manageable learning pieces.
- **Performance Indicator by grade band:** Measurable degree to which a standard has been developed or met.

Grade bands of K-2, 3-5, 6-8, and 9-12 align to elementary, intermediate, middle, and high school levels

- Grade bands K-2 and 3-5 indicators share knowledge and skills that should be integrated throughout the elementary curriculum.
- Music education should be part of the curriculum for all grade band 6-8 students with opportunities in general music, vocal, and instrumental music. The two strands of general and performance identify skills and knowledge for these areas in middle school.
- Music education at the 9-12 grade band level continues to develop student foundational understandings of music.
- Performance indicators for more in-depth music learning expectations for high school students with aspirations toward careers and postsecondary studies in the music industry are listed within the appendices. They are foundational for all students, and, certainly, many students will display higher levels of proficiency in music performance.

Discipline: Music (M)				
Content Area: General Music (G)				
Standard 1 - CREATE: Students will generate, develop, and refine artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	MG1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MG1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	MG1.Cr.9.m: Develop musical compositions for voices or instruments.	MG1.Cr.13.h: Design and develop musical compositions for voices or instruments.
	MG1.Cr.2.e: Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.	MG1.Cr.6.i: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.	MG1.Cr.10.m: Improvise rhythmic, melodic, and harmonic variations to embellish a song.	MG1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.
	MG1.Cr.3.e: Explore the creation of short pieces using standard and/or alternative notation.	MG1.Cr.7.i: Compose short pieces using standard and/or alternative notation to document personal musical ideas.	MG1.Cr.11.m: Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.	MG1.Cr.15.h: 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.
	MG1.Cr.4.e: Identify musical ideas through verbal, written, aural, or technological means.	MG1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.	MG1.Cr.12.m: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.	MG1.Cr.16.h: 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.

**Content Area:
General Music**

Discipline: Music (M)

Content Area: General Music (G)

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	MG1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MG1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	MG1.Cr.9.m: Develop musical compositions for voices or instruments.	MG1.Cr.13.h: Design and develop musical compositions for voices or instruments.
	MG1.Cr.2.e: Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.	MG1.Cr.6.i: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.	MG1.Cr.10.m: Improvise rhythmic, melodic, and harmonic variations to embellish a song.	MG1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.
	MG.1.Cr.3.e: Explore the creation of short pieces using standard and/or alternative notation.	MG.1.Cr.7.i: Compose short pieces using standard and/or alternative notation to document personal musical ideas.	MG.1.Cr.11.m: Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.	MG.1.Cr.15.h: 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.
	MG.1.Cr.4.e: Identify musical ideas through verbal, written, aural, or technological means.	MG.1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.	MG.1.Cr.12.m: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.	MG.1.Cr.16.h: 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.

Discipline: Music (M)

Content Area: General Music (G)

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	MG2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.	MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.	MG2.P.11.m: 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.	MG2.P.16.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
	MG2.P.2.e: Discover how to express a piece of music to convey its meaning.	MG2.P.7.i: Demonstrate expressive qualities in performance.	MG2.P.12.m Perform using expressive qualities and techniques.	MG2.P.17.h Perform using expressive qualities and techniques with the composer's intent.
	MG2.P.3.e: Examine and share the performance with class and teacher.	MG2.P.8.i: Critique performances of self and peers.	MG2.P.13.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges.	MG2.P.18.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.
	MG2.P.4.e: Identify persons serving in the roles of performer and audience.	MG2.P.9.i: Identify the importance of the performer and the audience.	MG2.P.14.m: Illustrate how the setting and elements of music contribute to understanding the context of the music.	MG2.P.19.h: Illustrate how the setting, and elements of music, contribute to the context and expressive qualities of the music.
	MG2.P.5.e: Explore music through both reading and aural approaches.	MG2.P.10.i: Investigate music from aural traditions and through standard and alternative notation through performance.	MG2.P.15.m: Demonstrate an understanding of music from aural traditions and through standard and alternative notation through performance.	MG2.P.20.h: Interpret and perform music from aural traditions and through standard and alternative notation with stylistic accuracy.

Discipline: Music (M)

Content Area: General Music (G)

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	MG3.R1.e: Recognize and respond to foundational musical elements.	MG3.R.5.i: Recognize and define grade-appropriate foundational musical elements.	MG3.R.9.m: Define and demonstrate understanding of foundational musical elements in discussion and written reflections.	MG3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.
	MG3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.	MG3.R.6.i: Express musical ideas through verbal, movement, written, or artistic means.	MG3.R.10.m: Express musical ideas through verbal, movement, written, artistic, or technological means.	MG3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
	MG3.R.3.e: Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	MG3.R.7.i: Utilize appropriate music terminology in the evaluation /reflection of music performances.	MG3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.	MG3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
	MG3.R.4.e: Identify proper concert/audience etiquette.	MG3.R.8.i: Demonstrate proper concert/audience etiquette.	MG3.R.12.m: Demonstrate proper concert/audience etiquette for a variety of musical settings.	MG3.R.17.h: Demonstrate proper concert/audience etiquette for a variety of musical settings.
			MG3.R.13.m: Reflect upon and critique performances using grade-appropriate music vocabulary.	MG3.R.18.h: Reflect upon and critique performances using grade-appropriate music vocabulary.

Discipline: Music (M)

Content Area: General Music (G)

Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CONNECT	MG4.Cn.1.e: Explore the historical and cultural aspects of music as it relates to other disciplines and arts.	MG4.Cn.5.i: Compare the historical and cultural aspects of music with other disciplines.	MG4.Cn.9.m: Analyze the historical and cultural relationships between music and other disciplines.	MG4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
	MG4.Cn.2.e: Express how music relates to self and others.	MG4.Cn.6.i: Explain how music relates to self, others, and the world.	MG4.Cn.10.m: Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.	MG4.Cn.14.h: Explain the relationship between performer and audience using grade- appropriate music vocabulary.
	MG4.Cn.3.e: Explore musical connections, similarities, and differences.	MG4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.	MG4.Cn.11.m: Categorize musical connections, similarities, and differences.	MG4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.
	MG4.Cn.4.e Share various roles of musicians in their own and other cultures.	MG4.Cn.8.i Describe roles of musicians in various music settings and world cultures.	MG4.Cn.12.m Compare and contrast the roles of musicians in various music settings and world cultures.	MG4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.

**Content Area:
Performance Music**

Discipline: Music (M)

Content Area: Performance Music (P)

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	MP1.Cr.9.m: Develop musical compositions for voices or instruments.	MP1.Cr.13.h: Design and develop musical compositions for voices or instruments.
	MP1.Cr.2.e: Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.	MP1.Cr.6.i: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.	MP1.Cr.10.m: Improvise rhythmic, melodic, and harmonic variations to embellish a song.	MP1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.
	MP1.Cr.3.e: Explore the creation of short pieces using standard and/or alternative notation.	MP1.Cr.7.i: Compose short pieces using standard and/or alternative notation to document personal musical ideas.	MP1.Cr.11.m: Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.	MP1.Cr.15.h: 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.
	MP1.Cr.4.e: Identify musical ideas through verbal, written, aural, or technological means.	MP1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.	MP1.Cr.12.m: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.	MP1.Cr.16.h: 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.

Discipline: Music (M)

Content Area: Performance Music (P)

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	MP2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.	MP2.P.9.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.	MP2.P.17.m: 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.	MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
	MP2.P.2.e: Discover how to express a piece of music to convey its meaning.	MP2.P.10.i: Demonstrate expressive qualities in performance.	MP2.P.18.m Perform using expressive qualities and techniques.	MP2.P.26.h Perform using expressive qualities and techniques with the composer's intent.
	MP2.P.3.e: Examine and share the performance with class and teacher.	MP2.P.11.i: Critique performances of self and peers.	MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges.	MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.
	MP2.P.4.e: Identify the persons serving in the roles of performer and audience.	MP2.P.12.i: Identify the importance of the performer and the audience.	MP2.P.20.m: Illustrate how the setting and music elements contribute to the context of the music.	MP2.P.28.h: Illustrate how the setting and music elements contribute to the context and expressive qualities of the music.
	MP2.P.5.e: Explore music through both reading and aural approaches.	MP2.P.13.i: Investigate music from aural traditions and through standard and nonstandard notation through performance.	MP2.P.21.m: Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance.	MP2.P.29.h: Interpret and perform music from aural traditions and through standard and nonstandard notation with stylistic accuracy.

Performance Music classes have three additional performance indicators for grade bands K-2, 3-5, 6-8, and 9-12. These performance indicators have students explore and master formal skills and knowledge in specific performance classes in these grade bands.

Discipline: Music (M)				
Content Area: Performance Music (P)				
Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	MP2.P.6.e: Perform in a classroom setting.	MP2.P.14.i: Perform as a part of an ensemble.	MP2.P.22.m: Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.	MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.
	MP2.P.7.e: Perform in a classroom setting within a small group.	MP2.P.15.i: Perform in small ensembles.	MP2.P.23.m: Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance.	MP2.P.31.h: Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.
	MP2.P.8.e: Practice proper concert etiquette for a variety of musical settings.	MP2.P.16.i: Practice proper concert etiquette for a variety of musical settings.	MP2.P.24.m: Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.	MP2.P.32.h: Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member.

Discipline: Music (M)

Content Area: Performance Music (P)

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	MP3.R.1.e: Recognize and respond to foundational musical elements.	MP3.R.5.i: Recognize and define grade-appropriate foundational musical elements.	MP3.R.9.m: Define and demonstrate understanding of foundational musical elements in discussion and written reflections.	MP3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.
	MP3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.	MP3.R.6.i: Express musical ideas through verbal, movement, written, or artistic means.	MP3.R.10.m: Express musical ideas through verbal, movement, written, artistic, or technological means.	MP3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
	MP3.R.3.e: Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.	MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
	MP3.R.4.e: Identify proper concert/audience etiquette.	MP3.R.8.i: Demonstrate proper concert/audience etiquette.	MP3.R.12.m: Demonstrate proper concert/audience etiquette for a variety of musical settings.	MP3.R.17.h: Demonstrate proper concert/audience etiquette for a variety of musical settings.
			MP3.R.13.m: Reflect upon and critique performances using grade-appropriate music vocabulary.	MP3.R.18.h: Reflect upon and critique performances using grade-appropriate music vocabulary.

Discipline: Music (M)

Content Area: Performance Music (P)

Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CONNECT	MP4.Cn.1.e: Explore the historical and cultural aspects of music as it relates to other disciplines and arts.	MP4.Cn.5.i: Compare the historical and cultural aspects of music with other disciplines.	MP4.Cn.9.m: Analyze the historical and cultural relationships of music’s interactions with other disciplines.	MP4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
	MP4.Cn.2.e: Express how music relates to self and others.	MP4.Cn.6.i: Explain how music relates to self, others, and the world.	MP4.Cn.10.m: Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.	MP4.Cn.14.h: Explain the relationship between performer and audience using grade- appropriate music vocabulary.
	MP4.Cn.3.e: Explore musical connections, similarities, and differences.	MP4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.	MP4.Cn.11.m: Categorize musical connections, similarities, and differences.	MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.
	MP4.Cn.4.e Share various roles of musicians in their own and other cultures.	MP4.Cn.8.i Describe roles of musicians in various music settings and world cultures.	MP4.Cn.12.m Compare and contrast the roles of musicians in various music settings and world cultures.	MP4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.