

## Draft 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 2.3A General Music Standards by the End of Grade 2

### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

**Performance Expectations:** Imagine

- 2.3A.2.CR1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

#### **Anchor Standard 2: Organizing and developing ideas.**

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

**Performance Expectations:**

- 2.3A.2.CR2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 2.3A.2.CR2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

#### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

**Performance Expectations:**

- 2.3A.2.CR3a: Interpret and apply personal, peer, and teacher feedback to revise personal music.
- 2.3A.2.CR3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

## Performing

### **Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

#### **Performance Expectations:**

- 2.3A.2P1a: Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.
- 2.3A.2P1b: Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

### **Anchor Standard 5: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

#### **Performance Expectations:**

- 2.3A.2.P2a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 2.3A.2.P2b: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 2.3A.2.P2c: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 2.3A.2.P2d: n/a
- 2.3A.2.P2e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

**Performance Expectations:**

- 2.3A.2.P3a: Perform music for a specific purpose with expression and technical accuracy.
- 2.3A.2.P3b: Perform appropriately for the audience and purpose.

**Responding****Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

**Performance Expectations:**

- 2.3A.2.R1a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 2.3A.2.R1b: Describe how specific music concepts are used to support a specific purpose in music.
- 2.3A.2.R1c: n/a

**Anchor Standard 8: Applying criteria to evaluate products.**

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practices:** Evaluate

**Performance Expectations:**

- 2.3A.2.R2a: Apply personal and expressive preferences in the evaluation of music.

**Anchor Standard 9: Interpreting intent and meaning.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

**Performance Expectations:**

- 2.3A.2.R3a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

## Connecting

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

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Practice:** Interconnection

#### **Performance Expectations:**

- 2.3A.2.C1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.2.CR2a, 2.3A.2.CR3b, 2.3A.2.P2e, 2.3A.2.R1a

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

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Practice:** Interconnection

#### **Performance Expectations:**

- 2.3A.2.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.2.CR2a, 2.3A.2.CR3b, 2.3A.2.P2e, 2.3A.2.R1a