

Draft 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 2.3A General Music Standards by the End of Grade 5

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.5.CR1a: Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

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.5.CR2a: Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context.
- 2.3A.5.CR2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic 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.5.CR3a: Evaluate, refine, and document revisions to personal music, applying collaboratively-developed criteria, showing improvement over time and explaining rationale for changes.

- 2.3A.5.CR3b: Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent.

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.5.P1a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 2.3A.5.P1b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

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.5.P2a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as the students' technical skill.
- 2.3A.5.P2b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance
- 2.3A.5.P2c: Analyze selected music by reading and performing using standard notation.
- 2.3A.5.P2d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 2.3A.5.P2e: Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

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.5.P3a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- 2.3A.5.P3b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

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.5.R1a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 2.3A.5.R1b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 2.3A.5.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.5.R2a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements 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.5.R3a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect 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.5.C1a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.5.CR2a, 2.3A.5.CR3b, 2.3A.5.P2e, 2.3A.5.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.5.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.5.CR2a, 2.3A.5.CR3b, 2.3A.5.P2e, 2.3A.5.R1a