

	1. Foundations	2. Create		3. Perform		4. Respond		5. Connect		
Anchor Standards	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	2. Generate and develop original artistic ideas.	3. Create original artistic work.	4. Revise and complete original artistic work.	5. Develop and refine artistic techniques and work for performance.	6. Make artistic choices in order to convey meaning through performance.	7. Analyze and construct interpretation of artistic work.	8. Evaluate artistic work by applying criteria.	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	10. Understand that artist works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.
K	The benchmarks are integrated across the other strands, highlighted in bold.	3.0.2.2.1. Improvise musical sounds in response to teacher cues.	3.0.2.3.1. Choose a musical sound to share.	3.0.2.4.1. Change selected musical sounds using teacher feedback.	3.0.3.5.1. Demonstrate moving, singing, and playing instruments with others.	3.0.3.6.1. Make a musical choice while singing, playing instruments, or moving to explore the effects of musical elements . For example: high/low, loud/soft, fast/slow .	3.0.4.7.1. Identify musical opposites while listening to and interacting with a variety of music.	3.0.4.8.1. Identify which of two contrasting musical selections is preferred, and tell why.	3.0.5.9.1. Sing or play instruments using a familiar song that you have learned.	3.0.5.10.1. Sing, play instruments, or listen to music from various cultures.
1	The benchmarks are integrated across the other strands, highlighted in bold.	3.1.2.2.1. Generate musical ideas using a limited set of rhythms or pitches .	3.1.2.3.1. Choose musical ideas to share using a limited set of rhythms or pitches .	3.1.2.4.1. Change selected musical ideas using teacher feedback.	3.1.3.5.1. Demonstrate moving, singing, and playing instruments with others, and alone.	3.1.3.6.1. Follow the teacher to start, stop and stay together throughout an established musical form .	3.1.4.7.1. Identify steady beat while listening to and interacting with a variety of music.	3.1.4.8.1. Identify differences between two contrasting musical selections.	3.1.5.9.1. Identify an emotion experienced when singing, playing instruments or listening to music.	3.1.5.10.1. Sing, play instruments or listen to music from various cultures, including music from Minnesota American Indian tribes and communities.
2	The benchmarks are integrated across the other strands, highlighted in bold.	3.2.2.2.1. Generate rhythmic or melodic patterns .	3.2.2.3.1. Preserve personal rhythmic or melodic patterns using a system of notation or recording technology.	3.2.2.4.1. Change selected rhythmic or melodic patterns using feedback from others.	3.2.3.5.1. Develop vocal and instrumental skills to perform a variety of music.	3.2.3.6.1. Perform music with and for others, using technical accuracy and expression.	3.2.4.7.1. Identify repeating patterns and expressive elements while listening to and interacting with a variety of music.	3.2.4.8.1. Apply personal preferences in evaluation when listening to music.	3.2.5.9.1. Identify a part of a musical selection that connects with you personally.	3.2.5.10.1. Sing and play instruments from different genres of music from various time periods and places.
3	The benchmarks are integrated across the other strands, highlighted in bold.	3.3.2.2.1. Create or improvise rhythmic or melodic patterns containing long sounds, short sounds and rests .	3.3.2.3.1. Organize chosen musical patterns into a short composition using a system of notation or recording technology.	3.3.2.4.1. Arrange musical patterns using feedback from others.	3.3.3.5.1. Refine vocal and instrumental skills to perform a variety of music.	3.3.3.6.1. Perform music for a specific purpose, using technical accuracy, expression, and interpretation.	3.3.4.7.1. Identify and describe elements that make contrasting musical selections different from each other.	3.3.4.8.1. Explain personal preference of music selections by identifying music elements that generate personal interest.	3.3.5.9.1. Describe a memory, feeling, or story associated with music that is listened to or performed.	3.3.5.10.1. Describe cultural uses of music from different time periods and places.
4	The benchmarks are integrated across the other strands, highlighted in bold.	3.4.2.2.1. Create or improvise melodic phrases using specified tonalities .	3.4.2.3.1. Organize chosen musical phrases into a short composition using a system of notation or recording technology.	3.4.2.4.1. Revise a musical composition as a group using feedback from others.	3.4.3.5.1. Apply developing vocal and instrumental skills to improve performance.	3.4.3.6.1. Perform music by accurately responding to musical terms .	3.4.4.7.1. Identify and describe elements that create contrasting performances of the same musical selection.	3.4.4.8.1. Apply teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.	3.4.5.9.1. Describe emotions experienced when performing or listening to a musical selection and relate it a personal experiences .	3.4.5.10.1. Compare and contrast cultural uses of music from different time periods and places.
5	The benchmarks are integrated across the other strands, highlighted in bold.	3.5.2.2.1. Create or improvise rhythmic or melodic phrases using specified tonalities, meters or chord changes .	3.5.2.3.1. Organize chosen musical phrases into a given form using a system of notation or recording technology.	3.5.2.4.1. Revise a musical composition using feedback from others and self-reflection.	3.5.3.5.1. Demonstrate vocal or instrumental skills appropriate to the performance of music's cultural context.	3.5.3.6.1. Perform music by responding to notation and active listening.	3.5.4.7.1. Identify the elements used in a musical selection to convey its possible intent.	3.5.4.8.1. Apply collaboratively developed and teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.	3.5.5.9.1. Compare and contrast emotions experienced when performing or listening to two different musical selections.	3.5.5.10.1. Describe relationships of musical genres to cultural or historical contexts.
6	The benchmarks are integrated across the other strands, highlighted in bold.	3.6.2.2.1. Create or improvise musical ideas that can be combined into a melody .	3.6.2.3.1. Develop a composition consisting of a melody using a system of notation or recording technology.	3.6.2.4.1. Revise a musical composition using self-reflection.	3.6.3.5.1. Collaborate as an ensemble to refine and prepare music for presentation or performance.	3.6.3.6.1. Perform music for an audience by responding to notation and applying musical elements and technical skills. For example: Audience being a classmate, friend, online platform, or a large group.	3.6.4.7.1. Describe how musical elements contribute to meaning in a musical selection.	3.6.4.8.1. Apply collaboratively developed criteria to evaluate musical selections or performances, citing specific elements and characteristics.	3.6.5.9.1. Share how specific musical selections relate to personal, social and emotional experiences.	3.6.5.10.1. Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities.
7	The benchmarks are integrated across the other strands, highlighted in bold.	3.7.2.2.1. Create or improvise musical ideas that can be combined into a melody with expressive elements . For example: Dynamics, articulations, tempo .	3.7.2.3.1. Develop a composition consisting of a melody with expressive elements using a system of notation or recording technology.	3.7.2.4.1. Revise a composition to include expressive elements .	3.7.3.5.1. Demonstrate an understanding of various genres and styles of music by applying musical elements to prepare for a performance.	3.7.3.6.1. Perform music for an audience by responding to notation, using expressive skills. For example: Audience being a classmate, friend, online platform, or a large group.	3.7.4.7.1. Identify the musical or technical skills needed in musical selections to convey meaning or possible intent including cultural or historical contexts.	3.7.4.8.1. Identify and use a variety of techniques to evaluate the qualities of a musical performance. For example: Student generated criteria, rubric, rating scale.	3.7.5.9.1. Describe why various musical choices are made when creating or performing music.	3.7.5.10.1. Identify cultural or historical influences on musical compositions.
8	The benchmarks are integrated across the other strands, highlighted in bold.	3.8.2.2.1. Generate rhythmic, melodic, or harmonic musical ideas that include expressive elements . For example: Dynamics, articulations, timbre .	3.8.2.3.1. Develop a composition in a specific form that includes expressive elements using notation or recording technology.	3.8.2.4.1. Revise a composition draft into a completed work.	3.8.3.5.1. Demonstrate persistence and cooperation in refining musical selections for performance.	3.8.3.6.1. Perform music for an audience with technical accuracy and stylistic expression to convey the composer's possible intent. For example: Audience being a classmate, friend, online platform, or a large group.	3.8.4.7.1. Analyze and discuss the use of elements in musical selections to convey meaning or possible intent including cultural or historical contexts.	3.8.4.8.1. Identify and describe the musical and technical skills evident in a performance.	3.8.5.9.1. Describe how interests, knowledge, and skills relate to personal choices in the creation or performance of music.	3.8.5.10.1. Describe how music connects individuals and societies to history, culture, heritage, and community.
HS	The benchmarks are integrated across the other strands, highlighted in bold.	3.9.2.2.1. Improvise, arrange, or modify phrases that demonstrate understanding of musical elements .	3.9.2.3.1. Select multiple musical ideas, original or existing, to create drafts of music using notation or technology, where appropriate.	3.9.2.4.1. Revise or arrange a completed musical work using current technology (as available) to preserve the composition.	3.9.3.5.1. Utilize multiple rehearsal strategies to refine performance, using technology where appropriate.	3.9.3.6.1. Perform contrasting musical selections for an audience, conveying meaning through interpretation of the musical elements and expressive qualities. For example: Audience being a classmate, friend, online platform, or a large group.	3.9.4.7.1. Interpret musical elements and cultural or historical contexts embedded within a musical selection to express possible meanings of the composer or performer.	3.9.4.8.1. Evaluate music performances using commonly accepted standards, to demonstrate an understanding of musical elements . For example: MSHSL adjudication forms, student generated criteria, rubric, or rating scale.	3.9.5.9.1. Synthesize knowledge and personal experiences when responding to, creating, or performing musical work.	3.9.5.10.1. Demonstrate an understanding of how musical selections are influenced by or impact personal, societal, cultural, or historical contexts.