

## KINDERGARTEN

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.0.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. <i>Improvise</i> musical sounds in response to teacher cues.
3.0.2.3.1		3. Create original artistic work.	1. Choose a musical sound to share.
3.0.2.4.1		4. Revise and complete original artistic work.	1. Change selected musical sounds using teacher feedback.
3.0.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate <b>moving, singing, and playing instruments</b> with others.
3.0.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Make a musical choice while <b>singing, playing instruments, or moving</b> to explore the effects of musical elements. For example: High/low; loud/soft; fast/slow
3.0.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify musical opposites while <b>listening</b> to and interacting with a variety of music.
3.0.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify which of two contrasting <i>musical selections</i> is preferred, and tell why.
3.0.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. <b>Sing or play instruments</b> using a familiar song that you have learned.
3.0.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. <b>Sing, play instruments, or listen</b> to music from various cultures.



## GRADE 1

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.1.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate <i>musical ideas</i> using a limited set of <i>rhythms</i> or <i>pitches</i> .
3.1.2.3.1		3. Create original artistic work.	1. Choose <i>musical ideas</i> to share using a limited set of <i>rhythms</i> or <i>pitches</i> .
3.1.2.4.1		4. Revise and complete original artistic work.	1. Change selected <i>musical ideas</i> using teacher feedback.
3.1.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate <b>moving, singing, and playing instruments</b> with others, and alone.
3.1.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Follow the teacher to start, stop and stay together throughout an established musical <i>form</i> .
3.1.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify steady <i>beat</i> while listening to and interacting with a variety of music.
3.1.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify differences between two contrasting <i>musical selections</i> .
3.1.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify an emotion experienced when <b>singing, playing instruments</b> or <b>listening</b> to music.
3.1.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. <b>Sing, play instruments</b> or <b>listen</b> to music from various cultures, including music from Minnesota American Indian tribes and communities.



## GRADE 2

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.2.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate <i>rhythmic</i> or <i>melodic patterns</i> .
3.2.2.3.1		3. Create original artistic work.	1. Preserve personal <i>rhythmic</i> or <i>melodic patterns</i> using a system of <i>notation</i> or <b>recording technology</b> .
3.2.2.4.1		4. Revise and complete original artistic work.	1. Change selected <i>rhythmic</i> or <i>melodic patterns</i> using feedback from others.
3.2.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Develop <i>vocal</i> and <i>instrumental skills</i> to <i>perform</i> a variety of music.
3.2.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music with and for others, using <i>technical accuracy</i> and expression.
3.2.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify repeating patterns and expressive elements while <b>listening</b> to and interacting with a variety of music.
3.2.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply personal preferences in evaluation when <b>listening</b> to music.
3.2.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify a part of a <i>musical selection</i> that connects with you personally.
3.2.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. <b>Sing</b> and <b>play instruments</b> from different <i>genres</i> of music from various time periods and places.



## GRADE 3

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.3.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. <i>Create or improvise rhythmic or melodic patterns</i> containing long sounds, short sounds and rests.
3.3.2.3.1		3. Create original artistic work.	1. Organize chosen musical patterns into <i>phrases</i> using a system of <i>notation</i> or <b>recording technology</b> .
3.3.2.4.1		4. Revise and complete original artistic work.	1. <i>Arrange</i> musical patterns using feedback from others.
3.3.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Refine <i>vocal</i> and <i>instrumental</i> skills to perform a variety of music.
3.3.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for a specific purpose, using technical accuracy, expression and <i>interpretation</i> .
3.3.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify and describe elements that make contrasting <i>musical selections</i> different from each other.
3.3.4.8.1		8. Evaluate artistic work by applying criteria.	1. Explain personal preference of <i>music selections</i> by identifying <i>music elements</i> that generate personal interest.
3.3.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe a memory, feeling, or story associated with music that is <b>listened</b> to or <i>performed</i> .
3.3.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe <i>cultural</i> uses of music from different time periods and places.



## GRADE 4

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.4.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. <i>Create or improvise melodic phrases</i> using specified tonalities.
3.4.2.3.1		3. Create original artistic work.	1. Organize chosen musical <i>phrases</i> into a short <i>composition</i> using a system of <i>notation</i> or <b>recording technology</b> .
3.4.2.4.1		4. Revise and complete original artistic work.	1. <i>Revise</i> a musical <i>composition</i> as a group using feedback from others.
3.4.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Apply developing <i>vocal</i> and <i>instrumental</i> skills to improve <i>performance</i> .
3.4.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music by accurately responding to musical terms.
3.4.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify and describe elements that create contrasting <i>performances</i> of the same <i>musical selection</i> .
3.4.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.
3.4.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe emotions experienced when <i>performing</i> or <b>listening</b> to a <i>musical selection</i> and relate it to a personal experience.
3.4.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast <i>cultural</i> uses of music from different time periods and places.



## GRADE 5

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.5.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Create or improvise rhythmic or melodic phrases using specific tonalities, meters or chord changes.
3.5.2.3.1		3. Create original artistic work.	1. Organize chosen musical phrases into a given form using a system of notation or <b>recording technology</b> .
3.5.2.4.1		4. Revise and complete original artistic work.	1. Revise a musical composition using feedback from others and self-reflection.
3.5.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate vocal or instrumental skills appropriate to the performance of music's cultural context.
3.5.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Perform music by responding to notation and active <b>listening</b> .
3.5.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify the elements used in a musical selection to convey its possible intent.
3.5.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply collaboratively developed and teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.
3.5.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast emotions experienced when performing or <b>listening</b> to two different musical selections.
3.5.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe relationships of musical genres to cultural or historical contexts.



## GRADE 6

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.6.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. <i>Create</i> or <i>improvise</i> musical ideas that can be combined into a melody.
3.6.2.3.1		3. Create original artistic work.	1. Develop a <i>composition</i> consisting of a melody using a system of <i>notation</i> or <b>recording technology</b> .
3.6.2.4.1		4. Revise and complete original artistic work.	1. <i>Revise</i> a musical <i>composition</i> using self-reflection.
3.6.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. <i>Collaborate</i> as an <i>ensemble</i> to <i>refine</i> and prepare music for <i>presentation</i> or <i>performance</i> .
3.6.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for an audience by <i>responding</i> to <i>notation</i> and applying <i>musical elements</i> and technical skills.  For example: Audience being a classmate, friend, online platform, or a large group.
3.6.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Describe how <i>musical elements</i> contribute to meaning in a <i>musical selection</i> .
3.6.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply <i>collaboratively developed criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.
3.6.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Share how specific <i>musical selections</i> relate to personal, social and emotional experiences.
3.6.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities.



## GRADE 7

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.7.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. <i>Create or improvise</i> musical ideas that can be combined into a melody with <i>expressive elements</i> . For example: Dynamics, articulations, tempo.
3.7.2.3.1		3. Create original artistic work.	1. Develop a <i>composition</i> consisting of a melody with expressive elements using a system of <i>notation</i> or <b>recording technology</b> .
3.7.2.4.1		4. Revise and complete original artistic work.	1. <i>Revise a composition</i> to include <i>expressive elements</i> .
3.7.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate an understanding of various <i>genres</i> and styles of music by applying <i>musical elements</i> to prepare for a <i>performance</i> .
3.7.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for an audience by responding to <i>notation</i> , using expressive skills. For example: Audience being a classmate, friend, online platform, or a large group.
3.7.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify the musical or technical skills needed in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>cultural</i> or <i>historical contexts</i> .
3.7.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify and use a variety of techniques to evaluate the qualities of a <i>musical performance</i> . For example: Student generated criteria; rubric; rating scale.
3.7.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe why various musical choices are made when <i>creating</i> or <i>performing</i> music.
3.7.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify <i>cultural</i> or historical influences on musical compositions.





## GRADE 8

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.8.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate rhythmic, melodic, or harmonic musical ideas that include <i>expressive elements</i> . For example: Dynamics, articulations, timbre.
3.8.2.3.1		3. Create original artistic work.	1. Develop a <i>composition</i> in a specific form that includes expressive elements using a system of <b>notation</b> or <b>recording technology</b> .
3.8.2.4.1		4. Revise and complete original artistic work.	1. <i>Revise a composition</i> draft into a completed work.
3.8.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate persistence and cooperation in refining <i>musical selections</i> for performance.
3.8.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform</i> music for an audience with <i>technical accuracy</i> and <i>stylistic expression</i> to convey the <i>composer's possible intent</i> . For example: Audience being a classmate, friend, online platform, or a large group.
3.8.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Analyze and discuss the use of elements in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>cultural</i> or <i>historical contexts</i> .
3.8.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify and describe the musical and technical skills evident in a <i>performance</i> .
3.8.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe how interests, knowledge, and skills relate to personal choices in the <i>creation</i> or <i>performance</i> of music.
3.8.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe how music connects individuals and societies to history, <i>culture</i> , heritage, and community.



## HIGH SCHOOL

Code	Strand	Anchor Standard	Benchmark
3.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
3.9.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. <i>Improvise, arrange, or modify phrases that demonstrate understanding of musical elements.</i>
3.9.2.3.1		3. Create original artistic work.	1. Select multiple <i>musical ideas</i> , original or existing, to create drafts of music using <i>notation or technology</i> , where appropriate.
3.9.2.4.1		4. Revise and complete original artistic work.	1. <i>Revise or arrange</i> a composition to become a completed <i>musical work using current technology (as available)</i> to preserve the <i>composition</i> .
3.9.3.5.1	<b>3. Perform</b>	5. Develop and refine artistic techniques and work for performance.	1. Utilize multiple rehearsal strategies to refine <i>performance, using technology where appropriate.</i>
3.9.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. <i>Perform contrasting musical selections</i> for an audience, conveying meaning through <i>interpretation</i> of the <i>musical elements</i> and expressive qualities.  For example: Audience being a classmate, friend, online platform, or a large group.
3.9.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Interpret <i>musical elements</i> and <i>cultural or historical contexts</i> embedded within a musical selection to express possible meanings of the composer or performer.
3.9.4.8.1		8. Evaluate artistic work by applying criteria.	1. Evaluate music <i>performances</i> using commonly accepted standards, to demonstrate an understanding of <i>musical elements</i> .  For example: MSHSL adjudication forms; student generated criteria; rubric; rating scale
3.9.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Synthesize knowledge and personal experiences when responding to, <i>creating, or performing musical works</i> .
3.9.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Demonstrate an understanding of how <i>musical selections</i> are influenced by or impact <i>personal, societal, cultural, or historical contexts</i> .

