

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades K-3 Music Standards		2018 Kindergarten Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.		
	0.1.2.3.2 Sing and play with accurate pitch, rhythm and expressive intent.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	0.1.3.3.1 Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	0.2.1.3.1 Improvise or compose to express musical ideas using the voice or an instrument.	2. Generate and develop original artistic ideas.	3.0.2.2.1 <i>Improvise</i> musical sounds in response to teacher cues.
	0.2.1.3.2 Revise a creation based on the feedback of others.	3. Create original artistic work.	3.0.2.3.1 Choose a musical sound to share.
		4. Revise and complete original artistic work.	3.0.2.4.1 Change selected musical sounds using teacher feedback.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.	5. Develop and refine artistic techniques and work for performance.	3.0.3.5.1 Demonstrate <b>moving, singing, and playing instruments</b> with others.
	0.3.1.3.2 Reflect on a performance based on the feedback of others.	6. Make artistic choices in order to convey meaning through performance.	3.0.3.6.1 Make a musical choice while <b>singing, playing instruments, or moving</b> to explore effects of <i>musical elements</i> . (For example: high/low; loud/soft; fast/slow)
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	0.4.1.3.1 Compare and contrast the characteristics of a variety of musical works or performances.	7. Analyze and construct interpretations of artistic work.	3.0.4.7.1 Identify musical opposites while <b>listening</b> to and interacting with a variety of music.
		8. Evaluate artistic work by applying criteria.	3.0.4.8.1 Identify which of two contrasting musical selections is preferred, and tell why.
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.0.5.9.1 <b>Sing or play instruments</b> using a familiar song that you have learned.
		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.	3.0.5.10.1 <b>Sing, play instruments, or listen</b> to music from various cultures.

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades K-3 Music Standards		2018 <b>Grade 1</b> Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.		
	0.1.2.3.2 Sing and play with accurate pitch, rhythm and expressive intent.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	0.1.3.3.1 Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	0.2.1.3.1 Improvise or compose to express musical ideas using the voice or an instrument.	2. Generate and develop original artistic ideas.	3.1.2.2.1 Generate <i>musical ideas</i> using a limited set of <i>rhythms</i> or <i>itches</i> .
	0.2.1.3.2 Revise a creation based on the feedback of others.	3. Create original artistic work.	3.1.2.3.1 Choose <i>musical ideas</i> to share using a limited set of <i>rhythms</i> or <i>itches</i> .
		4. Revise and complete original artistic work.	3.1.2.4.1 Change selected <i>musical ideas</i> using teacher feedback.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.	5. Develop and refine artistic techniques and work for performance.	3.1.3.5.1 Demonstrate <b>moving, singing, and playing instruments</b> with others, and alone.
	0.3.1.3.2 Reflect on a performance based on the feedback of others.	6. Make artistic choices in order to convey meaning through performance.	3.1.3.6.1 Follow the teacher to start, stop and stay together throughout an established <i>musical form</i> .
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	0.4.1.3.1 Compare and contrast the characteristics of a variety of musical works or performances.	7. Analyze and construct interpretations of artistic work.	3.1.4.7.1 Identify steady <i>beat</i> while listening to and interacting with a variety of music.
		8. Evaluate artistic work by applying criteria.	3.1.4.8.1 Identify differences between two contrasting <i>musical selections</i> .
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.1.5.9.1 Identify an emotion experienced when <b>singing, playing instruments</b> or <b>listening</b> to music.
		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.	3.1.5.10.1 <b>Sing, play instruments, or listen</b> to music from various cultures, including music from Minnesota American Indian tribes and communities.

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades K-3 Music Standards		2018 <b>Grade 2</b> Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.		
	0.1.2.3.2 Sing and play with accurate pitch, rhythm and expressive intent.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	0.1.3.3.1 Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	0.2.1.3.1 Improvise or compose to express musical ideas using the voice or an instrument.	2. Generate and develop original artistic ideas.	3.2.2.2.1 Generate <i>rhythmic</i> or <i>melodic</i> patterns.
	0.2.1.3.2 Revise a creation based on the feedback of others.	3. Create original artistic work.	3.2.2.3.1 Preserve personal <i>rhythmic</i> or <i>melodic</i> patterns using a system of <i>notation</i> or <b>recording technology</b> .
		4. Revise and complete original artistic work.	3.2.2.4.1 Change selected <i>rhythmic</i> or <i>melodic</i> patterns using feedback from others.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.	5. Develop and refine artistic techniques and work for performance.	3.2.3.5.1 Develop <i>vocal</i> and <i>instrumental skills</i> to perform a variety of music.
	0.3.1.3.2 Reflect on a performance based on the feedback of others.	6. Make artistic choices in order to convey meaning through performance.	3.2.3.6.1 <i>Perform</i> music with and for others, using <i>technical accuracy</i> and expression.
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	0.4.1.3.1 Compare and contrast the characteristics of a variety of musical works or performances.	7. Analyze and construct interpretations of artistic work.	3.2.4.7.1 Identify repeating patterns and expressive elements while <b>listening</b> to and interacting with a variety of music.
		8. Evaluate artistic work by applying criteria.	3.2.4.8.1 Apply personal preferences in evaluation when <b>listening</b> to music.
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.2.5.9.1 Identify a part of a <i>musical selection</i> that connects with you personally.
		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.	3.2.5.10.1 <b>Sing</b> and <b>play instruments</b> from different <i>genres</i> of music from various time periods and places.

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades K-3 Music Standards		2018 <b>Grade 3</b> Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.		
	0.1.2.3.2 Sing and play with accurate pitch, rhythm and expressive intent.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	0.1.3.3.1 Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	0.2.1.3.1 Improvise or compose to express musical ideas using the voice or an instrument.	2. Generate and develop original artistic ideas.	3.3.2.2.1 <i>Create or improvise rhythmic or melodic patterns</i> containing long sounds, short sounds and rests.
	0.2.1.3.2 Revise a creation based on the feedback of others.	3. Create original artistic work.	3.3.2.3.1 Organize chosen musical patterns into <i>phrases</i> using a system of <i>notation</i> or <b>recording technology</b> .
		4. Revise and complete original artistic work.	3.3.2.4.1 <i>Arrange</i> musical patterns using feedback from others.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.	5. Develop and refine artistic techniques and work for performance.	3.3.3.5.1 Refine <i>vocal</i> and <i>instrumental skills</i> to <i>perform</i> a variety of music.
	0.3.1.3.2 Reflect on a performance based on the feedback of others.	6. Make artistic choices in order to convey meaning through performance.	3.3.3.6.1 <i>Perform</i> music for a specific purpose, using <i>technical accuracy</i> , expression and <i>interpretation</i> .
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	0.4.1.3.1 Compare and contrast the characteristics of a variety of musical works or performances.	7. Analyze and construct interpretations of artistic work.	3.3.4.7.1 Identify and describe elements that make contrasting <i>musical selections</i> different from each other.
		8. Evaluate artistic work by applying criteria.	3.3.4.8.1 Explain personal preference of <i>music selections</i> by identifying <i>music elements</i> that generate personal interest.
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.3.5.9.1 Describe a memory, feeling, or story associated with music that is <b>listened</b> to or <b>performed</b> .
		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.	3.3.5.10.1 Describe <i>cultural</i> uses of music from different time periods and places.

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades 4-5 Music Standards		2018 <b>Grade 4</b> Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	4.1.1.3.1 Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
	4.1.1.3.2 Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music.		
	4.1.1.3.3 Identify the characteristics of a variety of genres and musical styles such as march, taiko, mariachi and classical.		
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	4.1.2.3.1 Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures.		
	4.1.2.3.2 Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	4.1.3.3.1 Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.		
	4.1.3.3.2 Describe how music communicates meaning.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	4.2.1.3.1 Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.	2. Generate and develop original artistic ideas.	3.4.2.2.1 <i>Create or improvise melodic phrases</i> using specified <i>tonalities</i> .
	4.2.1.3.2 Revise creative work based on the feedback of others and self-reflection.	3. Create original artistic work.	3.4.2.3.1 Organize chosen musical <i>phrases</i> into a short <i>composition</i> using a system of <i>notation</i> or <b>recording technology</b> .
		4. Revise and complete original artistic work.	3.4.2.4.1 <i>Revise</i> a musical <i>composition</i> as a group using feedback from others.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	4.3.1.3.1 Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.	5. Develop and refine artistic techniques and work for performance.	3.4.3.5.1 Apply developing <i>vocal</i> and <i>instrumental skills</i> to improve <i>performance</i> .
	4.3.1.3.2 Revise performance based on the feedback of others and self-reflection.	6. Make artistic choices in order to convey meaning through performance.	3.4.3.6.1 <i>Perform</i> music by accurately responding to musical terms.
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	4.4.1.3.1 Justify personal interpretations and reactions to a variety of musical works or performances.	7. Analyze and construct interpretations of artistic work.	3.4.4.7.1 Identify and describe elements that create contrasting <i>performances</i> of the same <i>musical selection</i> .
		8. Evaluate artistic work by applying criteria.	3.4.4.8.1 Apply <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics.
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.4.5.9.1 Describe emotions experienced when <i>performing</i> or <b>listening</b> to a <i>musical selection</i> and relate it to a personal experience.
		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.	3.4.5.10.1 Compare and contrast <i>cultural</i> uses of music from different time periods and places.

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades 4-5 Music Standards		2018 Grade 5 Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	4.1.1.3.1 Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
	4.1.1.3.2 Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music.		
	4.1.1.3.3 Identify the characteristics of a variety of genres and musical styles such as march, taiko, mariachi and classical.		
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	4.1.2.3.1 Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures.		
	4.1.2.3.2 Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	4.1.3.3.1 Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.		
	4.1.3.3.2 Describe how music communicates meaning.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	4.2.1.3.1 Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.	2. Generate and develop original artistic ideas.	3.5.2.2.1 <i>Create or improvise rhythmic or melodic phrases using specified tonalities, meters or chord changes.</i>
	4.2.1.3.2 Revise creative work based on the feedback of others and self-reflection.	3. Create original artistic work.	3.5.2.3.1 Organize chosen musical phrases into a given form using a system of notation or recording technology.
		4. Revise and complete original artistic work.	3.5.2.4.1 Revise a musical composition using feedback from others and self-reflection.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	4.3.1.3.1 Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.	5. Develop and refine artistic techniques and work for performance.	3.5.3.5.1 Demonstrate vocal or instrumental skills appropriate to the performance of music's cultural context.
	4.3.1.3.2 Revise performance based on the feedback of others and self-reflection.	6. Make artistic choices in order to convey meaning through performance.	3.5.3.6.1 Perform music by responding to notation and active listening.
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	4.4.1.3.1 Justify personal interpretations and reactions to a variety of musical works or performances.	7. Analyze and construct interpretations of artistic work.	3.5.4.7.1 Identify the elements used in a musical selection to convey its possible intent.
		8. Evaluate artistic work by applying criteria.	3.5.4.8.1 Apply collaboratively developed and teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.5.5.9.1 Compare and contrast emotions experienced when performing or listening to two different musical selections.
		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.	3.5.5.10.1 Describe relationships of musical genres to cultural or historical contexts.



## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades 6-8 Music Standards		2018 Grade 6 Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	6.1.1.3.1 Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
	6.1.1.3.2 Analyze how the elements of music and related concepts such as articulation and major/minor and fugue are used in the performance, creation or response to music.		
	6.1.1.3.3 Describe the characteristics of a variety of genres and musical styles such as electronic, jazz, opera and gamelan.		
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	6.1.2.3.1 Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software.		
	6.1.2.3.2 Sing alone and in a group (two- and three-part harmony) or play an instrument alone and in a group using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	6.1.3.3.1 Compare and contrast connections among works in music, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.		
	6.1.3.3.2 Analyze the meanings and functions of music.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	6.2.1.3.1 Improvise, compose or arrange a new musical composition using available technology to preserve the creation.	2. Generate and develop original artistic ideas.	3.6.2.2.1 <i>Create or improvise</i> musical ideas that can be combined into a melody.
	6.2.1.3.2 Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.	3. Create original artistic work.	3.6.2.3.1 Develop a <i>composition</i> consisting of a melody using a system of <b>notation or recording technology</b> .
	6.2.1.3.3 Develop an artistic statement, including how audience and occasion influence creative choices.	4. Revise and complete original artistic work.	3.6.2.4.1 <i>Revise</i> a musical <i>composition</i> using self-reflection.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	6.3.1.3.1 Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.	5. Develop and refine artistic techniques and work for performance.	3.6.3.5.1 <i>Collaborate</i> as an <i>ensemble</i> to <i>refine</i> and prepare music for <i>presentation or performance</i> .
	6.3.1.3.2 Revise performance based on the feedback of others, self-reflection and artistic intent.	6. Make artistic choices in order to convey meaning through performance.	3.6.3.6.1 <i>Perform</i> music for an audience by <i>responding to notation</i> and applying <i>musical elements</i> and technical skills. (For example: Audience being a classmate, friend, online platform, or a large group.)
	6.3.1.3.3 Develop an artistic intent, including how audience and occasion impact performance choices.		
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	6.4.1.3.1 Analyze and interpret a variety of musical works and performances using established criteria.	7. Analyze and construct interpretations of artistic work.	3.6.4.7.1 Describe how <i>musical elements</i> contribute to meaning in a <i>musical selection</i> .
		8. Evaluate artistic work by applying criteria.	3.6.4.8.1 Apply <i>collaboratively developed criteria</i> to <i>evaluate musical selections or performances</i> , citing specific elements and characteristics.
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.6.5.9.1 Share how specific <i>musical selections</i> relate to personal, social and emotional experiences.
		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.	3.6.5.10.1 Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities.

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades 6-8 Music Standards		2018 Grade 7 Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	6.1.1.3.1 Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
	6.1.1.3.2 Analyze how the elements of music and related concepts such as articulation and major/minor and fugue are used in the performance, creation or response to music.		
	6.1.1.3.3 Describe the characteristics of a variety of genres and musical styles such as electronic, jazz, opera and gamelan.		
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	6.1.2.3.1 Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software.		
	6.1.2.3.2 Sing alone and in a group (two- and three-part harmony) or play an instrument alone and in a group using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	6.1.3.3.1 Compare and contrast connections among works in music, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.		
	6.1.3.3.2 Analyze the meanings and functions of music.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	6.2.1.3.1 Improvise, compose or arrange a new musical composition using available technology to preserve the creation.	2. Generate and develop original artistic ideas.	3.7.2.2.1 <i>Create or improvise</i> musical ideas that can be combined into a melody with <i>expressive elements</i> . (For example: Dynamics, articulations, tempo.)
	6.2.1.3.2 Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.	3. Create original artistic work.	3.7.2.3.1 Develop a <i>composition</i> consisting of a melody with expressive elements using a system of <i>notation</i> or <b>recording technology</b> .
	6.2.1.3.3 Develop an artistic statement, including how audience and occasion influence creative choices.	4. Revise and complete original artistic work.	3.7.2.4.1 <i>Revise a composition</i> to include <i>expressive elements</i> .
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	6.3.1.3.1 Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.	5. Develop and refine artistic techniques and work for performance.	3.7.3.5.1 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> .
	6.3.1.3.2 Revise performance based on the feedback of others, self-reflection and artistic intent.	6. Make artistic choices in order to convey meaning through performance.	3.7.3.6.1 <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.)
	6.3.1.3.3 Develop an artistic intent, including how audience and occasion impact performance choices.		
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	6.4.1.3.1 Analyze and interpret a variety of musical works and performances using established criteria.	7. Analyze and construct interpretations of artistic work.	3.7.4.7.1 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> .
		8. Evaluate artistic work by applying criteria.	3.7.4.8.1 Identify and use a variety of techniques to evaluate the qualities of a musical <i>performance</i> . (For example: Student generated criteria; rubric; rating scale.)
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.7.5.9.1 Describe why various musical choices are made when <i>creating</i> or <i>performing</i> music.
		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.	3.7.5.10.1 Identify <i>cultural</i> or historical influences on musical compositions.



## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades 6-8 Music Standards		2018 <b>Grade 8</b> Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	6.1.1.3.1 Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
	6.1.1.3.2 Analyze how the elements of music and related concepts such as articulation and major/minor and fugue are used in the performance, creation or response to music.		
	6.1.1.3.3 Describe the characteristics of a variety of genres and musical styles such as electronic, jazz, opera and gamelan.		
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	6.1.2.3.1 Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software.		
	6.1.2.3.2 Sing alone and in a group (two- and three-part harmony) or play an instrument alone and in a group using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	6.1.3.3.1 Compare and contrast connections among works in music, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.		
	6.1.3.3.2 Analyze the meanings and functions of music.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	6.2.1.3.1 Improvise, compose or arrange a new musical composition using available technology to preserve the creation.	2. Generate and develop original artistic ideas.	3.8.2.2.1 Generate rhythmic, melodic, or harmonic musical ideas that include <i>expressive elements</i> . (For example: Dynamics, articulations, timbre).
	6.2.1.3.2 Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.	3. Create original artistic work.	3.8.2.3.1 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> .
	6.2.1.3.3 Develop an artistic statement, including how audience and occasion influence creative choices.	4. Revise and complete original artistic work.	3.8.2.4.1 <i>Revise a composition</i> draft into a completed work.
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	6.3.1.3.1 Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.	5. Develop and refine artistic techniques and work for performance.	3.8.3.5.1 Demonstrate persistence and cooperation in refining <i>musical selections</i> for performance.
	6.3.1.3.2 Revise performance based on the feedback of others, self-reflection and artistic intent.	6. Make artistic choices in order to convey meaning through performance.	3.8.3.6.1 <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.)
	6.3.1.3.3 Develop an artistic intent, including how audience and occasion impact performance choices.		
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations or performances using the artistic foundations.	6.4.1.3.1 Analyze and interpret a variety of musical works and performances using established criteria.	7. Analyze and construct interpretations of artistic work.	3.8.4.7.1 Analyze and discuss the use of elements in <i>musical selections</i> to convey meaning or possible intent including <i>cultural</i> or <i>historical contexts</i> .
		8. Evaluate artistic work by applying criteria.	3.8.4.8.1 Identify and describe the musical and technical skills evident in a <i>performance</i> .
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.8.5.9.1 Describe how interests, knowledge, and skills relate to personal choices in the <i>creation</i> or <i>performance</i> of music.
		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.	3.8.5.10.1 Describe how music connects individuals and societies to history, <i>culture</i> , heritage, and community.

## Comparison of 2008 MN Music Standards to 2018 Music Standards

2008 Grades 9-12 Music Standards		2018 High School Music Standards	
Standard	Benchmark	Anchor Standard	Benchmark
<b>1. Artistic Foundations</b>		<b>1. Foundations</b>	
1. Demonstrate knowledge of the foundations of the arts area.	9.1.1.3.1 Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, performance of, or response to music.	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	3.A.1.1 <i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
	9.1.1.3.2 Evaluate how the elements of music and related concepts such as repetition, pattern, balance and emphasis are used in the creation of, performance of, or response to music.		
	9.1.1.3.3 Analyze how the characteristics of a variety of genres and styles contribute to the creation, performance of, or response to music.		
	9.1.1.3.4 Apply understanding of the health and safety issues related to creating, performing and responding to music.		
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	9.1.2.3.1 Read and notate music using standard notation system such as complex meters, extended ranges and expressive symbols, with and without the use of notation software in a variety of styles and contexts.		
	9.1.2.3.2 Sing alone and in small and large groups (multi-part), or play an instrument alone and in small and large groups, a variety of music using characteristic tone, technique and expression.		
	9.1.2.3.3 Use electronic musical tools to record, mix, play back, accompany, arrange or compose music.		
3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.	9.1.3.3.1 Analyze how the personal, social, cultural and historical contexts influence the creation, interpretation or performance of music including the contributions of Minnesota American Indian tribes and communities.		
	9.1.3.3.2 Synthesize and express an individual view of the meanings and functions of music.		
<b>2. Artistic Process: Create or Make</b>		<b>2. Artistic Process: Create</b>	
1. Create or make in a variety of contexts in the arts area using the artistic foundations.	9.2.1.3.1 Improvise, compose or arrange new musical compositions in a variety of styles and contexts using available technology to preserve the creation.	2. Generate and develop original artistic ideas.	3.9.2.2.1 <i>Improvise, arrange, or modify phrases</i> that demonstrate understanding of <i>musical elements</i> .
	9.2.1.3.2 Revise a musical composition or arrangement based on artistic intent and using multiple sources of critique and feedback.	3. Create original artistic work.	3.9.2.3.1 Select multiple <i>musical ideas</i> , original or existing, to create drafts of music using <i>notation</i> or <b>technology</b> , where appropriate.
	9.2.1.3.3 Justify an artistic statement, including how audience and occasion influence creative choices.	4. Revise and complete original artistic work.	3.9.2.4.1 <i>Revise or arrange a composition</i> to become a completed <i>musical work using current technology</i> (as available) to preserve the <i>composition</i> .
<b>3. Artistic Process: Perform or Present</b>		<b>3. Artistic Process: Perform</b>	
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	9.3.1.3.1 Rehearse and perform an existing single complex work or multiple works of music from a variety of contexts and styles alone and within small or large groups.	5. Develop and refine artistic techniques & work for performance.	3.9.3.5.1 Utilize multiple rehearsal strategies to refine <i>performance, using technology where appropriate</i> .
	9.3.1.3.2 Revise performance based on artistic intent and using multiple sources of critique and feedback.	6. Make artistic choices in order to convey meaning through performance.	3.9.3.6.1 <i>Perform</i> contrasting <i>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).
	9.3.1.3.3 Justify artistic intent, including how audience and occasion impact performance choices.		
<b>4. Artistic Process: Respond or Critique</b>		<b>4. Artistic Process: Respond</b>	
1. Respond to or critique a variety of creations, performances using artistic foundations.	9.4.1.3.1 Analyze, interpret, and evaluate a variety of musical works or performances by applying self-selected criteria within the traditions of the art form.	7. Analyze, construct interpretations of artistic work.	3.9.4.7.1 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.
	9.4.1.3.2 Justify choices of self-selected criteria based on knowledge of how criteria affects criticism.	8. Evaluate artistic work by applying criteria.	3.9.4.8.1 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)
		<b>5. Connect</b>	
		9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	3.9.5.9.1 Synthesize knowledge and personal experiences when responding to, <i>creating, or performing musical works</i> .
		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.	3.9.5.10.1 Demonstrate an understanding of how <i>musical selections</i> are influenced by or impact <i>personal, societal, cultural, or historical contexts</i> .