

Foundations + Create

| Code | Benchmarks | What this could look like in our district/my classroom |
|-----------|---|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

Foundations + Perform + Connect

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|------------|--|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. <i>For example: High/low; loud/soft; fast/slow</i> | |
| 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. | |

Foundations + Respond + Connect

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|------------|---|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |
| 3.0.5.10.1 | Sing, play instruments, or listen to music from various cultures. | |

Foundations + Create

| Code | Benchmarks | What this could look like in our district/my classroom |
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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

Foundations + Perform + Connect

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|------------|---|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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 <i>form</i> . | |
| 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. | |

Foundations + Respond + Connect

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

Grade 2

Example of Bundling Music Benchmarks

Foundations + Create

| Code | Benchmarks | What this could look like in our district/my classroom |
|-----------|---|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

Foundations + Perform + Connect

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|------------|---|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |
| 3.2.5.9.1 | 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. | |

Foundations + Respond + Connect

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|-----------|---|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

Foundations + Create

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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 phrases using a system of notation or recording technology. | |
| 3.3.2.4.1 | Arrange musical patterns using feedback from others. | |

Foundations + Perform + Connect

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |
| 3.3.5.9.1 | 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. | |

Foundations + Respond + Connect

| Code | Benchmarks | What this could look like in our district/my classroom |
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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

Foundations + Perform + Connect

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |
| 3.4.5.9.1 | Describe emotions experienced when performing or listening to a musical selection and relate it to a personal experience. | |
| 3.4.5.10.1 | Compare and contrast cultural uses of music from different time periods and places. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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 to a personal experience. | |
| 3.4.5.10.1 | Compare and contrast cultural uses of music from different time periods and places. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 3.5.2.2.1 | Create or improvise rhythmic or melodic phrases using specific 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. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |
| 3.5.5.9.1 | 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. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

Foundations + Perform + Connect

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. <i>For example: Audience being a classmate, friend, online platform, or a large group.</i> | |
| 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. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |

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| Code | Benchmarks | What this could look like in our district/my classroom |
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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 3.7.2.2.1 | Create or improvise musical ideas that can be combined into a melody with expressive elements. <i>For example: Dynamics, articulations, tempo.</i> | |
| 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. | |
| 3.7.5.9.1 | Describe why various musical choices are made when creating or performing music. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. <i>For example: Audience being a classmate, friend, online platform, or a large group.</i> | |
| 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. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. <i>For example: Student generated criteria; rubric; rating scale.</i> | |
| 3.7.5.10.1 | Identify cultural or historical influences on musical compositions. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 3.8.2.2.1 | Generate rhythmic, melodic, or harmonic musical ideas that include expressive elements. <i>For example: Dynamics, articulations, timbre.</i> | |
| 3.8.2.3.1 | Develop a composition in a specific form that includes expressive elements using a system of notation or recording technology. | |
| 3.8.2.4.1 | Revise a composition draft into a completed work. | |
| 3.8.5.9.1 | Describe how interests, knowledge, and skills relate to personal choices in the creation or performance of music. | |

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. <i>For example: Audience being a classmate, friend, online platform, or a large group.</i> | |
| 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. | |

Foundations + Respond + Connect

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. | |
| 3.8.5.10.1 | Describe how music connects individuals and societies to history, culture, heritage, and community. | |

High School

Example of Bundling Music Benchmarks

Foundations + Create + Connect

| Code | Benchmarks | What this could look like in our district/my classroom |
|-----------|---|--|
| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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 composition to become a completed musical work using current technology (as available) to preserve the composition. | |
| 3.9.5.9.1 | Synthesize knowledge and personal experiences when responding to, creating, or performing musical works. | |

Foundations + Perform + Connect

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. <i>For example: Audience being a classmate, friend, online platform, or a large group.</i> | |
| 3.9.5.9.1 | Synthesize knowledge and personal experiences when responding to, creating, or performing musical works. | |
| 3.9.5.10.1 | Demonstrate an understanding of how musical selections are influenced by or impact personal, societal, cultural, or historical contexts. | |

Foundations + Respond + Connect

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| 3.A.1.1 | Use foundational knowledge and skills while responding to, creating, and presenting artistic work. <i>What foundational knowledge and skills are needed here?</i> | |
| 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. <i>For example: MSHSL adjudication forms; student generated criteria; rubric; rating scale.</i> | |
| 3.9.5.9.1 | Synthesize knowledge and personal experiences when responding to, creating, or performing musical works. | |
| 3.9.5.10.1 | Demonstrate an understanding of how musical selections are influenced by or impact personal, societal, cultural, or historical contexts. | |