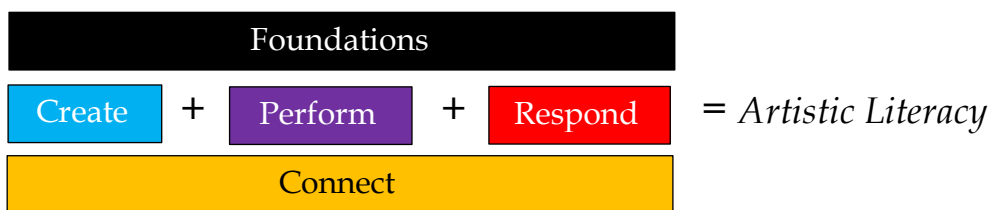
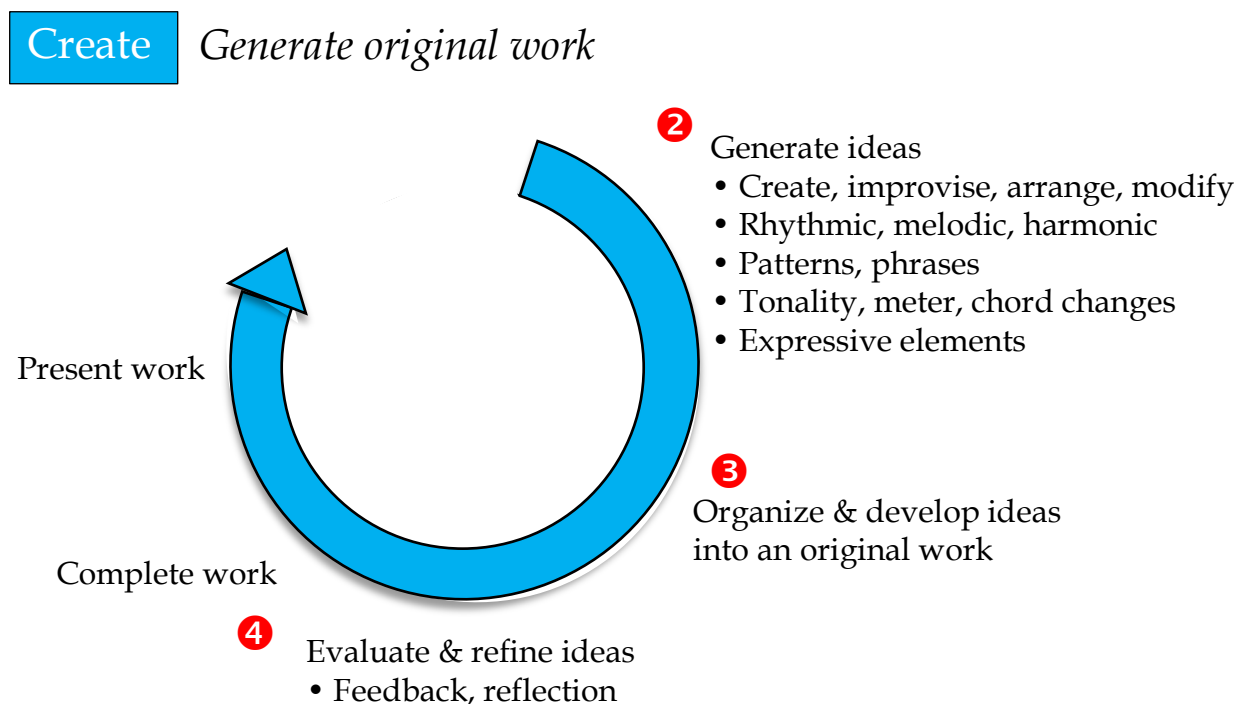


# 2018 Minnesota Academic Standards & Benchmarks in Music



**1**

<b>Foundations</b>	<b>Knowledge</b>		<b>Skills</b>
	<u>Musical elements</u> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Harmony</li> <li>• Rhythm</li> <li>• Form</li> <li>• Style</li> <li>• Texture</li> <li>• Timbre</li> </ul>	<u>Expressive elements</u> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Articulation</li> <li>• Tempo</li> </ul>	



## Perform

*Share existing work using interpretive or re-creative skills*

### 5 Develop, refine...

- Vocal and/or instrumental skills
- Appropriate to culture
- Appropriate to genres/styles
- Rehearsal strategies

### 6 Perform...

- Technical accuracy
- Expression
- Interpretation, choices
- Musical terms
- Respond to notation
- Audience
- Composer's intent



- Collaboration
- Persistence
- Cooperation

## Respond

*Observe, describe, analyze, interpret, evaluate*

3

What's going on in the music?

- Describe differences, compare, contrast, analyze
- Beat, patterns, elements, expressive elements
- Name performance skills

2

Music has meaning and expressive qualities

- Personal preference
- Emotions experienced, relate to personal experiences
- Evaluate from criteria, justify choices
- Cultural uses, connections to culture

1

Just listen!

7

8

Framed by *What to Listen for in Music*, Aaron Copland (1957)

## Connect

*Relate artistic ideas and work to personal meaning and external context*

10

## Connect

9