KINDERGARTEN

…and opportunity to develop Social Emotional Learning

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.0.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Improvise musical sounds in response to teacher cues.			X		
3.0.2.3.1		3. Create original artistic work.	1. Choose a musical sound to share.	X		X		
3.0.2.4.1		4. Revise and complete original artistic work.	1. Change selected musical sounds using teacher feedback.	X				
3.0.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate moving, singing, and playing instruments with others.			X		X
3.0.3.6.1		6. Make artistic choices in order to convey meaning through performance.	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	X		X		
3.0.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Identify musical opposites while listening to and interacting with a variety of music.			X	X	
3.0.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify which of two contrasting musical selections is preferred, and tell why.		X			
3.0.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Sing or play instruments using a familiar song that you have learned.		X			
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. Sing, play instruments, or listen to music from various cultures.		X		X	

GRADE 1

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Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.1.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Generate musical ideas using a limited set of rhythms or pitches.					
3.1.2.3.1		3. Create original artistic work.	1. Choose musical ideas to share using a limited set of rhythms or pitches.	X		X		
3.1.2.4.1		4. Revise and complete original artistic work.	1. Change selected musical ideas using teacher feedback.	X				
3.1.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate moving, singing, and playing instruments with others, and alone.			X		X
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 form.			X		
3.1.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify steady beat while listening to and interacting with a variety of music.			X	X	
3.1.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify differences between two contrasting musical selections.		X			
3.1.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify an emotion experienced when singing, playing instruments or listening to music.		X			
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. Sing, play instruments or listen to music from various cultures, including music from Minnesota American Indian tribes and communities.				X	

GRADE 2

...and opportunity to develop Social Emotional Learning

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.2.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Generate rhythmic or melodic patterns.					
3.2.2.3.1		3. Create original artistic work.	1. Preserve personal rhythmic or melodic patterns using a system of notation or recording technology.	X		X		
3.2.2.4.1		4. Revise and complete original artistic work.	1. Change selected rhythmic or melodic patterns using feedback from others.	X				X
3.2.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Develop vocal and instrumental skills to perform a variety of music.				X	
3.2.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Perform music with and for others, using technical accuracy and expression.			X		X
3.2.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify repeating patterns and expressive elements while listening to and interacting with a variety of music.			X	X	
3.2.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply personal preferences in evaluation when listening to music.		X			
3.2.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify a part of a musical selection that connects with you personally.		X			
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. Sing and play instruments from different genres of music from various time periods and places.				X	

GRADE 3

...and opportunity to develop Social Emotional Learning

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.3.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Create or improvise rhythmic or melodic patterns containing long sounds, short sounds and rests.					
3.3.2.3.1		3. Create original artistic work.	1. Organize chosen musical patterns into phrases using a system of notation or recording technology.	X		X		
3.3.2.4.1		4. Revise and complete original artistic work.	1. Arrange musical patterns using feedback from others.					X
3.3.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Refine vocal and instrumental skills to perform a variety of music.	X				
3.3.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Perform music for a specific purpose, using technical accuracy, expression and interpretation.		X	X		
3.3.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify and describe elements that make contrasting musical selections different from each other.		X			
3.3.4.8.1		8. Evaluate artistic work by applying criteria.	1. Explain personal preference of music selections by identifying music elements that generate personal interest.		X			
3.3.5.9.1	5. Connect	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 listened to or performed.		X			
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 cultural uses of music from different time periods and places.				X	

GRADE 4

...and opportunity to develop Social Emotional Learning

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.4.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Create or improvise melodic phrases using specified tonalities.					
3.4.2.3.1		3. Create original artistic work.	1. Organize chosen musical phrases into a short composition using a system of notation or recording technology.	X		X		
3.4.2.4.1		4. Revise and complete original artistic work.	1. Revise a musical composition as a group using feedback from others.	X				X
3.4.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Apply developing vocal and instrumental skills to improve performance.	X				
3.4.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Perform music by accurately responding to musical terms.			X		
3.4.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Identify and describe elements that create contrasting performances of the same musical selection.		X			
3.4.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.	X				
3.4.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe emotions experienced when performing or listening to a musical selection and relate it to a personal experience.		X			
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 cultural uses of music from different time periods and places.				X	

GRADE 5

...and opportunity to develop Social Emotional Learning

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.5.2.2.1	2. Create	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 recording technology.	X		X		
3.5.2.4.1		4. Revise and complete original artistic work.	1. Revise a musical composition using feedback from others and self-reflection.	X				X
3.5.3.5.1	3. Perform	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.			X	X	
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 listening.			X		X
3.5.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify the elements used in a musical selection to convey its possible intent.		X		X	
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.	X				X
3.5.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast emotions experienced when performing or listening to two different musical selections.		X			
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.				X	

GRADE 6

...and opportunity to develop Social Emotional Learning

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.6.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Create or improvise musical ideas that can be combined into a melody.					
3.6.2.3.1		3. Create original artistic work.	1. Develop a composition consisting of a melody using a system of notation or recording technology.	X		X		
3.6.2.4.1		4. Revise and complete original artistic work.	1. Revise a musical composition using self-reflection.	X				
3.6.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Collaborate as an ensemble to refine and prepare music for presentation or performance.	X		X		X
3.6.3.6.1		6. Make artistic choices in order to convey meaning through performance.	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.			X		
3.6.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Describe how musical elements contribute to meaning in a musical selection.		X		X	
3.6.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply collaboratively developed criteria to evaluate musical selections or performances, citing specific elements and characteristics.	X				X
3.6.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Share how specific musical selections relate to personal, social and emotional experiences.		X			
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.				X	

GRADE 7   **…and opportunity to develop Social Emotional Learning**

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.7.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	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		3. Create original artistic work.	1. Develop a composition consisting of a melody with expressive elements using a system of notation or recording technology.	X		X		
3.7.2.4.1		4. Revise and complete original artistic work.	1. Revise a composition to include expressive elements.	X				
3.7.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate an understanding of various genres and styles of music by applying musical elements to prepare for a performance.			X		X
3.7.3.6.1		6. Make artistic choices in order to convey meaning through performance.	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.			X		
3.7.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Identify the musical or technical skills needed in musical selections to convey meaning or possible intent including cultural or historical contexts.				X	
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 musical performance. For example: Student generated criteria; rubric; rating scale.	X				
3.7.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe why various musical choices are made when creating or performing music.	X				
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 cultural or historical influences on musical compositions.				X	

GRADE 8

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	**Emotions**	**Goals Planning Behavior**	**Perspective Empathy**	**Collaborate Communicate**
3.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.8.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Generate rhythmic, melodic, or harmonic musical ideas that include expressive elements. For example: Dynamics, articulations, timbre.					
3.8.2.3.1		3. Create original artistic work.	1. Develop a composition in a specific form that includes expressive elements using a system of notation or recording technology.	X		X		
3.8.2.4.1		4. Revise and complete original artistic work.	1. Revise a composition draft into a completed work.	X				
3.8.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate persistence and cooperation in refining musical selections for performance.	X		X		X
3.8.3.6.1		6. Make artistic choices in order to convey meaning through performance.	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.			X	X	
3.8.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Analyze and discuss the use of elements in musical selections to convey meaning or possible intent including cultural or historical contexts.				X	X
3.8.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify and describe the musical and technical skills evident in a performance.					
3.8.5.9.1	**5. Connect**	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 creation or performance of music.	X	X			
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, culture, heritage, and community.				X	

HIGH SCHOOL

Code	Strand	Anchor Standard	Benchmark	Focus on Self			Focus on Others	
				Strengths Mindset Interests	Emotions	Goals Planning Behavior	Perspective Empathy	Collaborate Communicate
3.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*					
3.9.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Improvise, arrange, or modify phrases that demonstrate understanding of musical elements.					
3.9.2.3.1		3. Create original artistic work.	1. Select multiple musical ideas, original or existing, to create drafts of music using notation or technology, where appropriate.	X				
3.9.2.4.1		4. Revise and complete original artistic work.	1. Revise or arrange a composition to become a completed musical work using current technology (as available) to preserve the composition.	X				
3.9.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Utilize multiple rehearsal strategies to refine performance, using technology where appropriate.	X		X		X
3.9.3.6.1		6. Make artistic choices in order to convey meaning through performance.	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.			X	X	
3.9.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Interpret musical elements and cultural or historical contexts embedded within a musical selection to express possible meanings of the composer or performer.				X	
3.9.4.8.1		8. Evaluate artistic work by applying criteria.	1. Evaluate music performances using commonly accepted standards, to demonstrate an understanding of musical elements. For example: MSHSL adjudication forms; student generated criteria; rubric; rating scale	X				
3.9.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Synthesize knowledge and personal experiences when responding to, creating, or performing musical works.	X	X			
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 musical selections are influenced by or impact personal, societal, cultural, or historical contexts.				X	