

# USA Common Core Arts Curriculum

## Curriculum Links Grade 3

### US Common Core Standard\*

### Matching Fun Music Company content

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.



#### COMPOSE

The Fun Music company *COMPOSE* unit includes improvisation, and students are encouraged to generate and conceptualize their artistic ideas.

Students are encouraged to explain connection to specific purpose and context through the creation of a piece about a subject that they personally like (lesson 10).

They generate musical ideas using a given tonality and meter (lesson 5,6,7)

**Anchor Standard 2: Organize and develop artistic ideas and work.**

Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.



#### COMPOSE

In the Fun Music Company *COMPOSE* unit students will demonstrate that they can select musical ideas for a simple improvisation, and in lessons 9 and 10 they will develop connection to purpose and intent, through the use of words.

They will use a form of standard notation or developed 'stick' notation to document their personal rhythmic and melodic ideas.

**Anchor Standard 3: Refine and complete artistic work.**

Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

Present the final version of personal created music to others, and describe connection to expressive intent.



#### COMPOSE

In lessons 8, 9 and 10 of the *COMPOSE* unit of this grade the students will evaluate, refine and document the revisions to their personal music, applying teacher-provided and collaboratively developed criteria.

In lesson 10 they will present the final version of their work to others, and explain the connection to their expressive intent.

**Anchor Standard 4: Select, analyze and interpret artistic work for presentation.**

Demonstrate and describe how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Demonstrate understanding of the structure in music selected for performance.

When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).



#### AURAL

#### SING & PLAY

Through analysis of the four folk tunes in the *SING & PLAY* unit students will learn to demonstrate and describe how the selection of music to perform is influenced by personal interest, knowledge, context and musical skill.

By working through the Fun Music Company *AURAL* unit, students will deepen their understanding of the structure and elements of music, such as pitch, rhythm and form.

Students will read and perform music in the *SING & PLAY* unit using iconic and standard notation.

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.



**AURAL SING & PLAY**

Students will rehearse to refine technical accuracy and expressive qualities, and address performance challenges throughout the four pieces in the *SING & PLAY* unit, and through the development of skills in the *AURAL* unit.

Students will be encouraged to participate in interpretive decisions, and develop their knowledge of expressive qualities (such as dynamics, tempo and timbre) through rehearsing the *SING & PLAY* pieces.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

Perform music with expression and technical accuracy.

Demonstrate performance decorum and audience etiquette appropriate for the context and venue.



**SING & PLAY CONNECT**

Students will have the opportunity perform four pieces in the *SING & PLAY* unit, and at all times will focus on developing their expression and technical accuracy, with appropriate interpretation.

By regularly listening to music throughout the *CONNECT* unit, students will develop an understanding of performance decorum and audience etiquette appropriate for the context, venue and genre.

**Anchor Standard 7: Perceive and analyze artistic work.**

Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).



**CONNECT**

In the *CONNECT* unit students will explain how selected music connects to and is influenced by specific interests, purposes, or contexts.

For example in Lesson 6 students will explore how responses to music are informed by the structure, use of elements of music, and context (such as social and cultural), by looking at the Australian indigenous music of Yothu Yindi.

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.



**CONNECT**

In the Fun Music Company *CONNECT* unit students are encouraged to demonstrate and explain how the expressive qualities (such as dynamics, tempo and timbre) are used in the performances they watch and listen to.

For example in Lesson 4 of the *CONNECT* unit, grade three students will examine a performance by Michael Buble, and discuss how the musical elements of dynamics and tempo affect the expressive intent of the performance.

**Anchor Standard 9: Apply criteria to evaluate artistic work.****CONNECT**

Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.



Throughout the *CONNECT* unit, students are encouraged to evaluate musical performances, and give reasons why they like or dislike various performances.

Specifically in Lesson 5, Grade 3 students watch a video of Elvis Presley in a screen test and discuss in the worksheet, the appropriateness of his performance to the context.

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.****COMPOSE****CONNECT**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music



Students are encouraged to discuss the intent behind the creation of music throughout the *CONNECT* unit.

They will think about how the performers interests, knowledge and skills have influenced the music they have listened to in the *CONNECT* unit.

They will also apply what they have learned in the *CONNECT* and *SING & PLAY* units to the music they create themselves in the *COMPOSE* unit.

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.****CONNECT**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



Through listening to music from many different cultures and backgrounds in the *CONNECT* unit students will develop understandings of the relationships between music and the other arts, other disciplines, varied contexts and daily life.

For example in Lesson 10 students watch a fun performance of Rowan Atkinson ("Mr Bean") performing in an orchestra. This demonstrates a connection to other arts, disciplines and daily life, appropriate to Grade 3.

# USA Common Core Arts Curriculum

## Curriculum Links Grade 4

### Anchor Standard 1: Generate and conceptualize artistic ideas and work.

#### COMPOSE

Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.



The Fun Music Company *COMPOSE* unit begins with improvisation, and students are encouraged to generate and conceptualize their artistic ideas.

Students are encouraged to explain connection to specific purpose and context through the creation of a piece about a subject that they personally like (lesson 6).

They generate musical ideas using both major and minor tonalities (Lessons 1 and 5), and accompaniment patterns (lessons 8 and 9)

### Anchor Standard 2: Organize and develop artistic ideas and work.

#### COMPOSE

Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.



In the Fun Music Company *COMPOSE* unit students will demonstrate that they can select musical ideas for an improvisation and they will choose musical ideas to express intent. They achieve this by creating a piece of music about a subject that they personally like, and then preparing and presenting this as a performance.

The students will use a form of standard notation or developed 'stick' notation to document their personal rhythmic and melodic ideas.

### Anchor Standard 3: Refine and complete artistic work.

#### COMPOSE

Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

Present the final version of personal created music to others, and explain connection to expressive intent.



In lessons 8, 9 and 10 of the *COMPOSE* unit of this grade the students will evaluate, refine and document the revisions to their personal music, applying teacher-provided and collaboratively developed criteria.

In lesson 10 they will present the final version of their work to others, and explain the connection to their expressive intent.

### Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

#### AURAL

#### SING & PLAY

Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

When analyzing selected music, read and perform using iconic and/or standard notation.

Explain how context (such as social, cultural, and historical) informs performances.



Through analysis of the four folk tunes in the *SING & PLAY* unit, which come from a wide variety of social, cultural and historical contexts students will learn to demonstrate how the selection of music to perform is influenced by personal interest, knowledge, context and musical skill.

By working through the Fun Music Company *AURAL* unit, students will deepen their understanding of the structure and elements of music, such as pitch, rhythm and form.

Students will read and perform music in the *SING & PLAY* unit using iconic and standard notation.

## US Common Core Standard\*

## Matching Fun Music Company content

### Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).



Students will rehearse to refine technical accuracy and expressive qualities, and address performance challenges throughout the four pieces in the *SING & PLAY* unit, and through the development of skills in the *AURAL* unit.

Students will be encouraged to participate in interpretive decisions, and develop their knowledge of expressive qualities (such as dynamics, tempo and timbre) through rehearsing the *SING & PLAY* pieces.

Students will be assessed on their singing and playing during the process of rehearsing the *SING & PLAY* pieces, and therefore will have the opportunity to apply teacher-provided feedback.

**AURAL**

**SING & PLAY**

### Anchor Standard 6: Convey meaning through the presentation of artistic work.

Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.



Students will have the opportunity perform four pieces in the *SING & PLAY* unit, and at all times will focus on developing their expression and technical accuracy, with appropriate interpretation.

Through regularly listening to music throughout the *CONNECT* unit, students will develop an understanding of performance decorum and audience etiquette appropriate for the context, venue and genre.

**SING & PLAY**

**CONNECT**

### Anchor Standard 7: Perceive and analyze artistic work.

Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).



In the *CONNECT* unit students will explain how selected music connects to and is influenced by specific interests, purposes, or contexts.

For example in Lesson 6 students will explore how responses to music are informed by the structure, use of elements of music, and context (such as social and cultural), by looking at the juju music of King Sunny Adé.

Students will compare and contrast the music of King Sunny Adé with western popular music, and therefore deepen their understanding of the influence of specific interests, experiences, purposes or contexts.

**CONNECT**

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.



**CONNECT**

In the Fun Music Company *CONNECT* unit students are encouraged to demonstrate and explain how the expressive qualities (such as dynamics, tempo and timbre) are used in the performances they watch and listen to.

For example in Lesson 8 of the *CONNECT* unit, Grade 4 students will compare and contrast two pieces performed by the same musicians (Ernest Ranglin and band) at the same performance. They therefore will be able to focus on the expressive qualities such as tempo and timbre and talk about how this reflects expressive intent.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.



**CONNECT**

Throughout the *CONNECT* unit, students are encouraged to evaluate musical performances, and give reasons why they like or dislike various performances.

Specifically in lesson 9 students will evaluate two different performances of the same song (*My island home*), and explain the appropriateness to the context of the song.

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.



**COMPOSE**

**CONNECT**

Students are encouraged to discuss the intent behind the creation of music throughout the *CONNECT* unit.

They will think about how the performers' interests, knowledge and skills have influenced the music they have listened to in the *CONNECT* unit.

They will also apply what they have learned in the *CONNECT* and *SING & PLAY* units to the music they compose themselves in the *COMPOSE* unit.

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



**CONNECT**

Through listening to music from many different cultures and backgrounds in the *CONNECT* unit students will develop understandings of the relationships between music and the other arts, other disciplines, varied contexts and daily life.

For example in Lesson 3 students are encouraged to think about how the classic song 'What a Wonderful World' performed by Louis Armstrong influences other arts, other disciplines and daily life.

# USA Common Core Arts Curriculum

## Curriculum Links Grade 5

### US Common Core Standard\*

### Matching Fun Music Company content

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as social, cultural and historical).

Generate musical ideas (such as rhythms and melodies) within specific related tonalities, meters, and simple chord changes.



The Fun Music company *COMPOSE* unit includes improvisation, and students are encouraged to generate and conceptualize their artistic ideas.

Students are encouraged to explain connection to specific purpose and context through the creation of a piece about a subject that they personally like (lessons 6-10).

**COMPOSE**

**Anchor Standard 2: Organize and develop artistic ideas and work.**

Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.



In the Fun Music Company *COMPOSE* unit students will demonstrate that they can select musical ideas for a simple improvisation, and in lessons 6-10 they will develop connection to purpose and intent, through the use of words.

They will use a form of standard notation plus recording technology to document their personal rhythmic and melodic ideas.

**COMPOSE**

**Anchor Standard 3: Refine and complete artistic work.**

Evaluate, refine and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.



In lessons 7, 8, 9 and 10 of the *COMPOSE* unit of this grade the students will evaluate, refine and document the revisions to their personal music, applying teacher-provided and collaboratively developed criteria and feedback.

In lesson 10 they will present the final version of their work to others, and explain the connection to their expressive intent.

**COMPOSE**

**Anchor Standard 4: Select, analyze and interpret artistic work for presentation.**

Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context, as well as their personal and others' technical skill.

Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form and harmony) in music selected for performance.

When analyzing selected music, read and perform using standard notation.

Explain how context (such as social, cultural, and historical) informs performances.

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre and articulation/style).



Through analysis of the four folk tunes in the *SING & PLAY* unit, which come from a wide variety of social, cultural and historical contexts, students will learn to demonstrate and describe how the selection of music to perform is influenced by personal interest, knowledge, context and their personal and others' technical skill.

By working through the Fun Music Company *AURAL* unit, students will deepen their understanding of the structure and elements of music, such as pitch, rhythm, form and harmony.

Students will read and perform standard music notation in the *SING & PLAY* unit.

**AURAL**

**SING & PLAY**

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.



**SING & PLAY**

Students will rehearse to refine technical accuracy and expressive qualities, and address performance challenges throughout the four pieces in the *SING & PLAY* unit.

Students will be assessed on their singing and playing during the process of rehearsing the *SING & PLAY* pieces, and therefore will have the opportunity to show improvement over time.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.



**SING & PLAY CONNECT**

Students will have the opportunity perform four pieces in the *SING & PLAY* unit, and at all times will focus on developing their expression and technical accuracy, with appropriate interpretation.

By regularly listening to music throughout the *CONNECT* unit, students will develop an understanding of performance decorum and audience etiquette appropriate for the context, venue, genre and style.

**Anchor Standard 7: Perceive and analyze artistic work.**

Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).



**CONNECT**

In the *CONNECT* unit students will explain how selected music connects to and is influenced by specific interests, purposes, or contexts.

For example in lesson 9 students will study a song by the band Midnight Oil, and discuss how the social, cultural and historical context of the theme of this song affects the music.

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.



**CONNECT**

In the Fun Music Company *CONNECT* unit students are encouraged to demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre and articulation) are used in the performances they watch and listen to.

For example in lesson 7 of *CONNECT* students will explore the music of Middle Eastern singer Ofra Haza and with the question: "What kind of images do you see in your mind when you listen to music like this? Why is that?" and by discussing this question students will learn how those expressive qualities reflect expressive intent.



**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

**CONNECT**

Throughout the *CONNECT* unit, students are encouraged to evaluate musical performances, and give reasons why they like or dislike various performances.

Specifically, in lesson 8, students will listen to a Japanese pop band, a style they may not have been exposed to before, and they are asked to evaluate it, so they will be forced to evaluate it based on the elements of music.

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**COMPOSE****CONNECT**

Students are encouraged to discuss the intent behind the creation of music throughout the *CONNECT* unit.

They will think about how the performers' interests, knowledge and skills have influenced the music they have listened to in the *CONNECT* unit.

They will also apply what they have learned in the *CONNECT* and *SING & PLAY* units to the music they compose themselves in the *COMPOSE* unit.

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**CONNECT**

Through listening to music from many different cultures and backgrounds in the *CONNECT* unit students will develop understandings of the relationships between music and the other arts, other disciplines, varied contexts and daily life.

For example, in lesson 1, students watch a video of composer John Williams conducting his score to 'Star Wars' and then discuss "Why is music so important for movies?" and "What would happen if your favorite movie didn't have music?"

\* Correct as at March 1st, 2017

Sourced from National Coalition for Core Arts Standards and National Association for Music Education:

<http://www.nationalartsstandards.org/>

<http://www.nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>

# USA Common Core Arts Curriculum

## Curriculum Links Grade 6

### US Common Core Standard\*

### Matching Fun Music Company content

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.



The Fun Music company *COMPOSE* unit includes improvisation, and students are encouraged to generate and conceptualize their artistic ideas.

In lesson 2 they begin the process of creating simple rhythmic and melodic phrases through their improvisations.

**COMPOSE**

**Anchor Standard 2: Organize and develop artistic ideas and work.**

Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.



In the Fun Music Company *COMPOSE* unit students will demonstrate that they can select musical ideas for a simple improvisation, and in lessons 6-10 they will develop connection to purpose and intent through the use of words.

Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

They will use a form of standard notation plus recording technology to document their personal rhythmic and melodic ideas.

**COMPOSE**

**Anchor Standard 3: Refine and complete artistic work.**

Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.



In lessons 7, 8, 9 & 10 of the *COMPOSE* unit of this grade the students will evaluate, refine and document the revisions to their personal music, applying teacher-provided and collaboratively developed criteria and feedback.

Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

In lesson 10 they will present the final version of their work to others, and explain the connection to their expressive intent.

**COMPOSE**

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

Explain how understanding the structure and the elements of music are used in music selected for performance.

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

Identify how cultural and historical context inform performances.

Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.



Through analysis of the four folk tunes in the *SING & PLAY* unit, which come from a wide variety of social, cultural and historical contexts students will learn to demonstrate and describe how the selection of music to perform is influenced by personal interest, knowledge, context and their personal and others' technical skill.

By working through the Fun Music Company *AURAL* unit, students will deepen their understanding of the structure and elements of music, such as pitch, rhythm, form and harmony.

Students will read and perform standard music notation in the *SING & PLAY* unit.

**AURAL**

**SING & PLAY**

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

**SING & PLAY**

Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.



Students will rehearse to refine technical accuracy and expressive qualities, and address performance challenges throughout the four pieces in the *SING & PLAY* unit.

Students will be assessed on their singing and playing during the process of rehearsing the *SING & PLAY* pieces, and therefore will have the opportunity to show improvement over time.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**SING & PLAY**

**CONNECT**

Perform the music with technical accuracy to convey the creator's intent.

Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.



Students will have the opportunity perform four pieces in the *SING & PLAY* unit, and at all times will focus on developing their expression and technical accuracy, with appropriate interpretation.

By regularly listening to music throughout the *CONNECT* unit, students will develop an understanding of performance decorum and audience etiquette appropriate for the venue and purpose.

**Anchor Standard 7: Perceive and analyze artistic work.**

**CONNECT**

Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

Describe how the elements of music and expressive qualities relate to the structure of the pieces.

Identify the context of music from a variety of genres, cultures, and historical periods.



In the *CONNECT* unit students will explain how selected music connects to and is influenced by specific interests, purposes, or contexts.

In the *CONNECT* unit we identify a variety of music genres, cultures and historical periods, including looking at the 'Ride of the Valkyries' by Richard Wagner, the Indian classical music of Ravi Shankar right through to the pop and hip hop music of today.

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**CONNECT**

Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.



In the Fun Music Company *CONNECT* unit students are encouraged to demonstrate and explain how the expressive qualities (such as dynamics, tempo and timbre and articulation) are used in the performances they watch and listen to.

For example in lesson 9 students will explore the expressive intent of Australian indigenous artist Geoffrey Gurrumul Yunupingu.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Apply teacher-provided criteria to evaluate musical works or performances.



**CONNECT**

Throughout the *CONNECT* unit, students are encouraged to evaluate musical performances, and give reasons why they like or dislike various performances.

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**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.



**COMPOSE**

**CONNECT**

Students are encouraged to discuss the intent behind the creation of music throughout the *CONNECT* unit.

They will think about how the performers' interests, knowledge and skills have influenced the music they have listened to in the *CONNECT* unit.

They will also apply what they have learned in the *CONNECT* and *SING & PLAY* units to the music they compose themselves in the *COMPOSE* unit.

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**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



**CONNECT**

Through listening to music from many different cultures and backgrounds in the *CONNECT* unit students will develop understandings of the relationships between music and the other arts, other disciplines, varied contexts and daily life.

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\*Correct as at March 1st, 2017

Sourced from National Coalition for Core Arts Standards and National Association for Music Education:  
<http://www.nationalartsstandards.org/>  
<http://www.nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>