

# MINNESOTA ACADEMIC STANDARDS - ARTS

## Strand I: Artistic Foundations

Standard 1: Demonstrate knowledge of the foundation of the art area.

Grades 4-5	Grades 6-8	Grades 9-12
1. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.  <b>Music Std.: 1.1.1</b>	1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.  <b>Music Std.: 1.1.1</b>	1. Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meanings in the creation of, performance of, or response to music.  <b>Music Std.: 1.1.1</b>

Grades 4-5	Grades 6-8	Grades 9-12
2. Describe how the elements and related concepts, such as pitch, tempo, canon, and ABA are used in the performance, creation and response to music. <b>Music Std.: 1.1.2</b>	2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music. <b>Music Std.: 1.1.2</b>	2. Evaluate how the elements and related concepts, such as repetition, pattern, balance, and emphasis are used in the creation of, performance of, or response to music. <b>Music Std.: 1.1.2</b>

Grades 4-5	Grades 6-8	Grades 9-12
3. Identify the characteristics of a variety of genres and musical styles, such as march, taiko, mariachi, and classical. <b>Music Std.: 1.1.3</b>	3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan. <b>Music Std.: 1.1.3</b>	3. Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music. <b>Music Std.: 1.1.3</b>

Grades 4-5	Grades 6-8	Grades 9-12
		4. Analyze the health and safety issues relating to creating, performing and responding to music. <b>Music Std.: 1.1.4</b>

Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Grades 4-5	Grades 6-8	Grades 9-12
1. Read and notate music using the standard notation such as quarter, half, and eighth notes and rests; the lines and spaces of the treble clef; and time signatures.  <b>Music Std.: 1.2.1</b>	1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.  <b>Music Std.: 1.2.1</b>	1. Read and notate music using the standard notation system such as complex and meters, extended ranges and expressive symbols with and without the use of notation software in a variety of styles and contexts.  <b>Music Std.: 1.2.1</b>

Standard 2 (continued)

Grades 4-5	Grades 6-8	Grades 9-12
2. Sing and play alone and in a group demonstrating proper posture, breathing, techniques, age appropriate tone quality and expressive intent. <b>Music Std.: 1.2.2</b>	2. Play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation. <b>Music Std.: 1.2.2</b>	2. Play a variety of music on an instrument alone and in small and large groups using characteristic tone, technique and expression. <b>Music Std.: 1.2.2</b>

Grades 4-5	Grades 6-8	Grades 9-12
		3. Use electronic musical tools to record, mix, playback, accompany, arrange or compose music. <b>Music Std.: 1.2.3</b>

Standard 3: Demonstrate understanding of the personal, social, cultural, historical contexts that influence the art areas.

Grades 4-5	Grades 6-8	Grades 9-12
1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities. <b>Music Std.: 1.3.1</b>	1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities. <b>Music Std.: 1.3.1</b>	1. Analyze how the personal, social, cultural, and historical contexts influence the creation, interpretation, or performance of music including the contributions on Minnesota American Indian tribes and communities. <b>Music Std.: 1.3.1</b>

Grades 4-5	Grades 6-8	Grades 9-12
2. Describe how music communicates meaning. <b>Music Std.: 1.3.2</b>	2. Analyze the meanings and functions of music. <b>Music Std.: 1.3.2</b>	2. Synthesize and express an individual view of the meanings and functions of music. <b>Music Std.: 1.3.2</b>

Strand II: Artistic Process: Create/Make

Standard 1: Create or make in a variety of contexts in the art area using the artistic foundations.

Grades 4-5	Grades 6-8	Grades 9-12
1. Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea. <b>Music Std.: 2.1.1</b>	1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation. <b>Music Std.: 2.1.1</b>	1. Improvise, compose or arrange new musical compositions in a variety of styles and contexts using available technology to preserve the creations. <b>Music Std.: 2.1.1</b>
Grades 4-5	Grades 6-8	Grades 9-12
2. Revise creative work based on feedback of others and self-reflections. <b>Music Std.: 2.1.2</b>	2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention. <b>Music Std.: 2.1.2</b>	2. Revise a musical composition or arrangement based on artistic intent using multiple sources of critique and feedback. <b>Music Std.: 2.1.2</b>
Grades 4-5	Grades 6-8	Grades 9-12
	3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent. <b>Music Std.: 2.1.3</b>	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent. <b>Music Std.: 2.1.3</b>

Strand III: Artistic Process: Perform/Present

Standard 1: Perform/present in a variety of context in the art area using the artistic foundations.

Grades 4-5	Grades 6-8	Grades 9-12
1. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group. <b>Music Std.: 3.1.1</b>	1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups. <b>Music Std.: 3.1.1</b>	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. <b>Music Std.: 3.1.1</b>
Grades 4-5	Grades 6-8	Grades 9-12
2. Revise performance based on the feedback of others and self-reflection. <b>Music Std.: 3.1.2</b>	2. Revise performance based on feedback of others, self-reflection and artistic intention. <b>Music Std.: 3.1.2</b>	2. Revise performance based on artistic intent and using multiple sources or critique and feedback. <b>Music Std.: 3.1.2</b>
Grades 4-5	Grades 6-8	Grades 9-12
	3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent. <b>Music Std.: 3.1.3</b>	3. Develop and artistic intent including how audience and occasion affect artistic choices and justify choices based on intent. <b>Music Std.: 3.1.3</b>

Strand IV: Artistic Process: Respond/Critique

Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Grades 4-5	Grades 6-8	Grades 9-12
1. Justify personal interpretations and reactions to a variety of musical works or performances.  <b>Music Std.: 4.1.1</b>	1. Analyze and interpret a variety of musical works and performances using established criteria.  <b>Music Std.: 4.1.1</b>	1. Analyze, interpret and evaluate a variety of musical works or performances applying self-selected criteria within the traditions of the art form.  <b>Music Std.: 4.1.1</b>

Grades 4-5	Grades 6-8	Grades 9-12
		2. Justify the choice of self-selected criteria based on knowledge of how criteria affect criticism.  <b>Music Std.: 4.1.2</b>

# FORMS OF ASSESSMENT

Grade Course	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> -12 <sup>th</sup> Grade
<b>Assessments</b>	<ul style="list-style-type: none"> <li>➤ Playing tests</li> <li>➤ Performances</li> <li>➤ Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Playing tests</li> <li>➤ Performances</li> <li>➤ Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Playing tests</li> <li>➤ Performances</li> <li>➤ Various written theory assignments throughout the year</li> <li>➤ Written &amp; listening tests</li> <li>➤ Compositions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Playing tests</li> <li>➤ Performances</li> <li>➤ Various written theory assignments throughout the year</li> <li>➤ Written &amp; listening tests</li> <li>➤ Compositions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Playing tests</li> <li>➤ Performances</li> <li>➤ Various written theory assignments throughout the year</li> <li>➤ Written &amp; listening tests</li> <li>➤ Compositions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Playing tests</li> <li>➤ Performances</li> <li>➤ Solo/Ensemble contests</li> <li>➤ Aural assessment</li> <li>➤ Various written theory assignments throughout the year</li> <li>➤ Written &amp; listening tests</li> <li>➤ Compositions</li> </ul>

## Things to remember about assessment...

...is a way to improve teaching and learning.

...should be done informally and formally (“what have they learned this far?”) throughout the year.

...should be done in a variety of ways, so as to get the best picture of what your students know and can do.

...should be as authentic as possible.

...should begin with the end in mind, so that the best measurement tool can be used.

...should ALWAYS include some form of immediate feedback that includes specific information about problem areas and ways to improve

...should NOT be so tedious that it disrupts your rehearsal process and progress.

...should NOT try to measure too many things at once, otherwise it becomes too difficult for the teacher and is too subjective.

...is NOT the same thing as grading—you have to decide how your assessments will count in your grade book...this ultimately reflects YOUR value system as a teacher.

## Different Methods To Use for Music Assessment:

- Rubric
- Checklist
- Individual performance
- Small group performance
- Large group performance (concert)
- Written quiz
- Written dictation (pitch or rhythm)
- Teacher observation
- Written reflection
- Peer assessment
- Assessment log or Portfolio
- Directed listening sheets or listening journal (critical listening)

# ALTERNATIVE ASSESSMENTS

The following pages present the assessments for skills and behaviors that can be accurately evaluated using a simple rubric. However, for certain skills, behaviors, and values that the SWCS Orchestra Curriculum rank is important, a number does not give the necessary evaluation. These important items are marked on the Teacher evaluation forms as, "See Alternative Assessments". The concepts below are a starting place for creative ideas to make authentic evaluations. Teachers are encouraged to create new experiences for students.

## **5.1 Demonstrate self-knowledge of and identify music from various musical historical periods and composers.**

- Students will read articles on the lives and major works of composers
- Research composers. Prepare a two-page report and presentation. Create a timeline.

## **5.2 Demonstrate self-knowledge of and identify music from various cultures and genres.**

- Listen to music from a specific culture. Compare and contrast with Western (or pop) music.
- Create a 3-D model of a World Music stringed instrument that must be able to produce sound.

## **5.3 Explain and compare the roles of creators, performers, and others in the production and presentation of the arts.**

- You are the Executive of a Record label; create a job advertisement for Monster.com looking for a position that requires a musical background.
- Research the ways that having a musical background can assist in the production of a CD.

## **5.4 Explain how elements, artistic processes, and organizational principals are used in similar ways in the various art forms.**

- Create a collection of pictures that reflect a musical form.
- Compare and contrast the process of creating a piece of art and the composition of music.

## **5.5 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with music.**

- How have computers affected the composition of music?
- How did the fall of the Holy Roman empire affect the development of music and the other arts?

## **7.1.a Evaluate one's own musical performances.**

- Reflection on role of participation in a performance.
- Create a resume of music accomplishments.

## **7.1.b Compare and contrast performance styles.**

- Create a performance evaluation form, including a rubric.
- Self Reflection on the differences between band and string performances.

## **8.4 Explain intrinsic, aesthetic value and emotional stimuli inherent in music.**

- List 5 songs that consistently bring you out of a bad mood when you listen to them.
- Evaluate a given musical work in terms of aesthetic qualities and explain the musical means that it uses to evoke feelings.

## **8.5 Research adult musical performance opportunities and careers.**

- List 10 careers that you could have if you major in music in college.
- Find 10 places in which you can still perform after you leave high school with out being a music major or minor.

## **8.6 Show self-knowledge of the relationship between music, the other arts, and disciplines outside the arts.**

- Compare and contrast preparation of a football team for a game and the preparation for a concert.
- How do theme parks use the arts to create an atmosphere?

## **8.7 Show self-knowledge of the uniqueness of music and its value to our society.**

- What role did music play in the last movie you saw?
- Official ceremonies have used music in many ways. What roles had music played in these public displays?