

Common Anchor	NCCAS/Standard/Essential Question and Enduring Understanding	Learning Target	Resource Texts/Resources	Assessment
<b>#1- Create/Imagine Generate musical ideas for various purposes and contexts</b>	Imagine- How do musicians generate creative ideas? The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	I can come up with my own musical ideas.	Macmillan/McGraw-Hill Share the Music K-4 Music Series/ 2016 MacGraw Hill Spotlight on Music/ Music Studio	The following forms of assessment can be used with any of the common anchors. Assessment in music is ongoing and guides future instruction. Students will build knowledge and develop proficiency over time.
<b>#2- Plan and Make (Select and develop musical ideas for defined purposes and contexts</b>	How do musicians make creative decisions? Musicians' creative choices are influenced by their expertise, context and expressive intent.	I can organize and develop artistic ideas and work.	See above	Self assessment ,goal setting, and reflection are built in as part of assessment.The following forms of assessment can be

<b>#3- Evaluate (Evaluate and refine elected musical ideas to create musical work(s) that meet appropriate criteria.</b>	How do musicians improve the quality of their creative work? Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	I can evaluate, improve, and perform artistic ideas.	See above	used with any of the common anchors. Assessment in music is ongoing and guides future instruction. Students will build knowledge and develop proficiency over time.
<b>Present/Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality</b>	When is creative work ready to share? Musicians' presentation of creative work is the culmination of a process of creation and communication	I can share personal music ideas with others	See above	Self assessment ,goal setting, and reflection are built in as part of assessment.
<b>#4- Performing</b>		I can perform varied musical works to	See above	Music inquiry questions for a specific purpose.Music inquiry questions for a specific purpose. Demonstrate musical rhythmic and melodic ideas

	<p>Select- How do performers select repertoire? Performers' interest in and knowledge of musical works, understanding of their own technical skill and the context for a performance influence the selection of repertoire.</p> <p>Analyze- How does understanding the structure and context of musical works</p>	present based on interest, knowledge, technical skill and context.		<p>through participation. Demonstrate musical rhythmic and melodic ideas through participation.</p>
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<p><b>#5- Rehearse, Evaluate and Refine (Evaluate and refine personal and ensemble performances, individually or in collaboration with others)</b></p>	<p>works inform performance? Analyzing creators' context and how they manipulate elements of music provides insight to their intent and informs performance.</p> <p>Interpret- How do performers interpret musical works? Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>How do musicians improve the quality of their performance? To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>I can show I understand musical concepts through performance.</p> <p>I can evaluate and rehearse to improve my performance.</p>	<p>See above</p> <p>Appropriate manipulatives Scarves, instruments, Beanbags, puppets, Parachute, elastibands, ribbons,</p>	<p>Demonstrate musical understanding by creating. Demonstrate musical understanding by creating.</p> <p>Group presentation Group presentation</p> <p>Group project Group project</p> <p>Daily Participation Daily Participation</p>
	<p><b>#6- Present (Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.)</b></p> <p>Convey- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p>I can communicate the meaning of a piece through my performance.</p>	<p>See above</p> <p>-----</p>	

<p><b>#7- Responding (Choose music appropriate for a specific purpose or context)</b></p>	<p>Select - How do individuals choose music to experience? Individuals' selection of musical works is influenced by their</p>	<p>I can select music for a specific purpose and describe how the musical concepts fit that purpose.</p>		
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<p><b>#8- Interpret (Support interpretations of musical works that reflect creators'/performers' expressive intent.</b></p> <p><b>#9- Evaluate (Support evaluations of musical works and performances based on analysis, interpretation, and</b></p>	<p>interests, experiences, understandings, and purposes.</p> <p>Analyze- How does understanding the structure and context of music inform a response? Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>How do we discern the musical creators' and performer's expressive intent? Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>How do we judge the quality of musical</p>	<p>I can identify and explain the expressive qualities in music.</p> <p>I can evaluate music or a performance to determine if it fits its purpose.</p>		
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<p><b>established criteria).</b></p> <p><b>#10- Connecting Personal Experiences (Synthesize and relate knowledge and personal experiences to make music).</b></p> <p><b>#11- Connect to History and Culture</b></p> <p>-----</p>	<p>work(s) and performance(s)? The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>How do musicians make meaningful connections to creating, performing and responding? Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? Understanding connections to varied context and daily life enhances musicians' creating, performing, and responding.</p> <p>-----</p>	<p>I can combine and relate knowledge and personal experiences to make music (art).</p> <p>I can demonstrate and explain how music relates to history and culture.</p> <p>-----</p>	<p>STEAM activities Art/soundscape</p>	
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