



General Music Report Card Priority Standards
Grade 1
CREATING: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
PERFORMING: With limited guidance, perform music for a specific purpose with expression.
RESPONDING: With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.
CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.
Grade 2
CREATING: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
PERFORMING: Perform music for a specific purpose with expression and technical accuracy.
RESPONDING: Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.
CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.
CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.
Grade 3
CREATING: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
PERFORMING: Perform music with expression and technical accuracy.
RESPONDING: 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).
CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.
CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

Grade 4

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

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

RESPONDING: 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).

CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

Grade 5

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

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

RESPONDING: 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).

CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

Grade 6

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

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

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

CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

Grade 7

CREATING: Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

PERFORMING: Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

RESPONDING: Select from teacher-provided criteria to evaluate musical works or performances.

CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

Grade 8

CREATING: Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

PERFORMING: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

RESPONDING: Apply appropriate personally-developed criteria to evaluate musical works or performances.

CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.