

CCSU Guaranteed, Viable Curriculum

K-12 Power Standards and Power Indicators



Guaranteed, Viable Curriculum
Power Standards and Power Indicators

MUSIC: K-3rd Grade

Music Power Standard #1 Skill Development	Music Power Standard #2 Reflection and Critique	Music Power Standard #3 Making Connections	Music Power Standard #4 Approach to Work
<p>Students communicate an understanding of age-appropriate musical concepts and vocabulary through the creation and performance of music.</p>	<p>Students analyze, interpret, and respond in an age-appropriate manner to a variety of musical works, including their own.</p>	<p>Students make connections between music and history, culture, personal life, and other disciplines.</p>	<p>Students approach musical experiences through problem-solving and creative thinking, and demonstrate appropriate interactions and responsible work habits.</p>
<ul style="list-style-type: none"> a) Maintain a steady beat with instruments and/or movement b) Sing in tune c) Perform simple rhythmic patterns d) Exhibit understanding of basic musical elements 	<ul style="list-style-type: none"> a) Identify appropriate musical vocabulary to describe the elements in musical works b) Ask questions and make constructive comments about musical works 	<ul style="list-style-type: none"> a) Identify how music has a relationship to family and community b) Identify similarities and differences between the music of other cultures with respect c) Describe what a musician does 	<ul style="list-style-type: none"> a) Participate in individual and/or group work willingly and appropriately b) Respond constructively as members of an audience group



<p>Music Power Standard #1 Skill Development</p> <p>Students communicate an understanding of age-appropriate musical concepts and vocabulary through the creation and performance of music.</p>	<p>Music Power Standard #2 Reflection and Critique</p> <p>Students analyze, interpret, and respond in an age-appropriate manner to a variety of musical works, including their own.</p>	<p>Music Power Standard #3 Making Connections</p> <p>Students make connections between music and history, culture, personal life, and other disciplines.</p>	<p>Music Power Standard #4 Approach to Work</p> <p>Students approach musical experiences through problem-solving and creative thinking, and demonstrate appropriate interactions and responsible work habits.</p>
<ul style="list-style-type: none"> a) Maintain a steady beat with instruments and/or movement at various tempi and meters b) Sing in tune with confidence c) Perform rhythmic patterns d) Exhibit understanding of simple musical elements 	<ul style="list-style-type: none"> a) Use appropriate musical vocabulary to describe elements in musical works that may include student's own work b) Reflect on musical works of self and/or others through questions and comments 	<ul style="list-style-type: none"> a) Identify how music has a relationship to culture and history b) Identify connections between musical activities and disciplines outside the arts c) Describe how music contributes to a healthy lifestyle 	<ul style="list-style-type: none"> a) Participate with effort, commitment, and sense of purpose while working to achieve one's personal best b) Approach problem-solving with an open mind



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<ul style="list-style-type: none"> a) Perform rhythmic patterns while maintain a steady beat at various tempi and meters b) Perform with confidence in two or more parts c) Notate music in simple meters d) Expand understanding of musical elements 	<ul style="list-style-type: none"> a) Discuss the qualities of musical works using appropriate vocabulary b) Compare and contrast various musical works by questioning and offering constructive statements 	<ul style="list-style-type: none"> a) Explore music in the global community b) Identify significant musicians and their works from various times and places c) Describe the ways in which the basic principles and subject matter are connected to other disciplines 	<ul style="list-style-type: none"> a) Identify challenges inherent within one's work and generate diverse strategies and solutions to resolve those challenges b) Cooperate in an ensemble to maintain an environment of confidence and mutual respect



MUSIC: HS Proficient

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<ul style="list-style-type: none"> a) Perform course-appropriate rhythmic patterns while maintaining a steady beat at various tempi and meters b) Perform with confidence alone or in multiple parts while responding to cues of instructor/conductor c) Notate and/or create music d) Refine understanding of advanced musical elements 	<ul style="list-style-type: none"> a) Discuss qualities of musical works using advanced/expanded vocabulary b) Discern and respond to suggestions made by others 	<ul style="list-style-type: none"> a) Investigate how music influences and reflects various cultures b) Describe how music contributes to physical and mental health (i.e. identifying the best practices and hazards specific to each discipline) c) Explore opportunities for lifeline music experiences (e.g. career, patron, recreation, entertainment) 	<ul style="list-style-type: none"> a) Develop rigorous criteria and set goals b) Apply learned material to new projects



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<p>Students communicate an understanding of age-appropriate musical concepts and vocabulary through the creation and performance of music.</p>	<p>Students analyze, interpret, and respond in an age-appropriate manner to a variety of musical works, including their own.</p>	<p>Students make connections between music and history, culture, personal life, and other disciplines.</p>	<p>Students approach musical experiences through problem-solving and creative thinking, and demonstrate appropriate interactions and responsible work habits.</p>
<ul style="list-style-type: none"> a) Master advanced rhythmic patterns b) Perform with mastery c) Notate, improvise, and/or compose music d) Master advanced musical elements 	<ul style="list-style-type: none"> a) Discuss qualities of musical works using advanced/expanded vocabulary b) Discern and respond to suggestions made by others 	<ul style="list-style-type: none"> a) Identify and reflect on personal strengths, weaknesses, and potential success in music b) Describe how music contributes to physical and mental health (i.e. identifying the best practices and hazards specific to each discipline) 	<ul style="list-style-type: none"> a) Develop rigorous criteria and set goals b) Apply learned material to new projects