

# Nebraska K-12 Fine Arts Standards: Music

(Adopted March 4, 2014)

K-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.					
		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Create</b>		<b>FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics</b> <i>(glossary)</i> .	<b>FA 5.4.1 Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.</b>	<b>FA 8.4.1 Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.</b>	<b>FA 12.4.1 Students will compose, arrange, improvise, read, and perform music with an analytical understanding of the language of music</b> <i>(glossary)</i> .
	Imagine/Plan	FA 2.4.1.a Improvise tonal and rhythmic patterns to create musical ideas, with teacher support, relating to: <ul style="list-style-type: none"> <li>• specific purpose</li> <li>• interest</li> <li>• personal experience.</li> </ul>	FA 5.4.1.a Generate concepts for original improvisation <i>(glossary)</i> or composition <i>(glossary)</i> from contrasting ideas, , with teacher support, including: <ul style="list-style-type: none"> <li>• specific purpose/function</li> <li>• interest</li> <li>• personal experience</li> <li>• expressive potential.</li> </ul>	FA 8.4.1.a Develop a compositional <i>(glossary)</i> idea for a specific purpose or mood, with teacher guidance, including: <ul style="list-style-type: none"> <li>• how elements of music <i>(glossary)</i> convey expressive intent</li> <li>• unity/variety</li> <li>• tension/release</li> <li>• how personal experiences influence musical choices.</li> </ul>	FA 12.4.1.a Independently generate multiple compositional ideas <i>(glossary)</i> for a specific purpose or mood, including: <ul style="list-style-type: none"> <li>• how elements of music <i>(glossary)</i> utilize expressive intent</li> <li>• unity/variety</li> <li>• tension/release</li> <li>• how personal experiences influence musical choices.</li> </ul>
	Make/Evaluate/Refine	FA 2.4.1.b Explore and develop musical ideas (e.g., melody, rhythm) with teacher guidance.	FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria (e.g., melody, rhythm, harmony).	FA 8.4.1.b Create, evaluate, and refine musical ideas that utilize a variety of compositional devices <i>(glossary)</i> (e.g., form, imitation).	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.
	Present	<i>Left intentionally blank</i>	<i>Left intentionally blank</i>	FA 8.4.1.c Identify and define compositional devices <i>(glossary)</i> in student creations.	FA 12.4.1.c Analyze compositional devices <i>(glossary)</i> in student creations.
	Connect	FA 2.4.1.c Share music through performance or notation (non-traditional or traditional) (e.g., singing, playing) with teacher guidance.	FA 5.4.1.c Present an improvisation <i>(glossary)</i> , arrangement <i>(glossary)</i> , or composition <i>(glossary)</i> . Identify the use of selected elements of music <i>(glossary)</i> .	FA 8.4.1.d Present an improvisation <i>(glossary)</i> , arrangement <i>(glossary)</i> , or original composition <i>(glossary)</i> . Explain how elements of music <i>(glossary)</i> in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically).	FA 12.4.1.d Present an improvisation <i>(glossary)</i> , arrangement <i>(glossary)</i> , or original composition <i>(glossary)</i> that conveys mood through craftsmanship. Explain how elements of music <i>(glossary)</i> in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically) and evaluate the effectiveness of their use.
	FA 2.4.1.d Connect music to personal experience through creating.	FA 5.4.1.d Connect music to historical and cultural contexts and the arts <i>(glossary)</i> through creating.	FA 8.4.1.e Connect music to historical and cultural contexts, the arts <i>(glossary)</i> , and other disciplines through creating.	FA 12.4.1.e Connect music to historical and cultural contexts, the arts <i>(glossary)</i> , other disciplines, and life experience through creating.	

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<b>Perform</b>	<b>FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements (glossary) of rhythm, pitch, dynamics, and form.</b>	<b>FA 5.4.2 Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music (glossary).</b>	<b>FA 8.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres (glossary) and styles (glossary) using technical accuracy and expression.</b>	<b>FA 12.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres (glossary) and styles (glossary) using technical accuracy and expression, and synthesize feedback from various sources to evaluate performance.</b>	
	Select/ Analyze/Interpret	FA 2.4.2.a Recognize music elements (glossary) (i.e., rhythm, pitch, dynamics, form), purpose, and context of selected pieces.	FA 5.4.2.a Identify expressive characteristics and components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo).	FA 8.4.2.a Discuss expressive characteristics and components of technique, function, and context of selected pieces (e.g., phrasing, articulation (glossary)/diction).	FA 12.4.2.a Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces (e.g., timbre (glossary), texture (glossary)).
	Rehearse/ Evaluate/Refine	FA 2.4.2.b Acquire music performance skills (e.g., posture, technique, reading music) with teacher guidance.	FA 5.4.2.b Develop and refine music performance skills (e.g., posture, technique, reading music) using teacher and peer feedback.	FA 8.4.2.b Develop and refine solo/ensemble performance skills (e.g., posture, technique, reading music) using guided self-evaluation and feedback from others.	FA 12.4.2.b Develop and refine solo/ensemble performance skills evaluation (e.g., posture, technique, reading music) using self-evaluation and feedback from others.
	Present	FA 2.4.2.c Perform (formally or informally) music using correct rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations (glossary).	FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations (glossary).	FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation (glossary). Demonstrate appropriate performance expectations (glossary).	FA 12.4.2.c Perform (formally or informally) music of greater complexity using accurate intonation, expression, and stylistically correct interpretation of phrasing, dynamics, and articulation (glossary). Demonstrate appropriate performance expectations (glossary).
	Connect	FA 2.4.2.d Connect music to personal experience through performing.	FA 5.4.2.d Connect music to historical and cultural contexts and the arts (glossary) through performing.	FA 8.4.2.d Connect music to historical and cultural contexts, the arts (glossary), and other disciplines through performing.	FA 12.4.2.d Connect music to historical and cultural contexts, the arts (glossary), other disciplines, and life experience through performing.

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<b>Respond</b>	<b>FA 2.4.3 Students will recognize and describe elements of music (<i>glossary</i>) to demonstrate how music makes them feel (impact of music).</b>	<b>FA 5.4.3 Students will identify and describe elements of music (<i>glossary</i>) to discern how music is appropriate for specific purposes/settings (intent of music).</b>	<b>FA 8.4.3 Students will examine and evaluate elements of music (<i>glossary</i>) to explain how music conveys mood or context (affect of music).</b>	<b>FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (personal response to music).</b>
	FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources.	FA 5.4.3.a Indicate music selections that students prefer to experience for specific purposes/settings.	FA 8.4.3.a Select appropriate music of contrasting styles ( <i>glossary</i> ) to listen to or perform.	FA 12.4.3.a Select appropriate music in contrasting styles ( <i>glossary</i> ) to listen to or perform with the audience in mind.
	FA 2.4.3.b Recognize and demonstrate how elements of music ( <i>glossary</i> ) are used by a performer or creator.	FA 5.4.3.b Identify and describe how elements of music ( <i>glossary</i> ) are used by a performer or creator.	FA 8.4.3.b Analyze and explain how the performer/creator uses composition ( <i>glossary</i> ) and performance characteristics (e.g., dynamics, phrasing) to convey expressive intent.	FA 12.4.3.b Analyze and evaluate how the performer/creator uses composition ( <i>glossary</i> ) and performance characteristics (e.g., form, style ( <i>glossary</i> )) to convey expressive intent.
	FA 2.4.3.c Express ideas and opinions about a music selection.	FA 5.4.3.c Examine music performances using elements of music ( <i>glossary</i> ), context, and criteria (e.g., mood, interest) generated by student/teacher.	FA 8.4.3.c Choose appropriate criteria (e.g., dynamics, tone quality) to critique expressiveness and effectiveness of a performance or composition ( <i>glossary</i> ) with teacher guidance. Work independently or with others.	FA 12.4.3.c Independently choose appropriate criteria (e.g., texture ( <i>glossary</i> ), phrasing) to critique expressiveness and effectiveness of a performance/composition ( <i>glossary</i> ).
	FA 2.4.3.d Connect music to personal experience through responding.	FA 5.4.3.d Connect music to historical and cultural contexts and the arts ( <i>glossary</i> ) through responding.	FA 8.4.3.d Connect music to historical and cultural contexts, the arts ( <i>glossary</i> ), and other disciplines through responding.	FA 12.4.3.d Connect music to historical and cultural contexts, the arts ( <i>glossary</i> ), other disciplines, and life experience through responding.
<b>Rehearse/ Evaluate/Refine</b>				
<b>Present</b>				
<b>Connect</b>				