

LEARNING STANDARDS

National Core Arts Standards for Music

Found in section(s):

Common Anchor #1	Generate and conceptualize artistic ideas and work.	Cr Creating	2
Common Anchor #2	Organize and develop artistic ideas and work.		2
Common Anchor #3	Refine and complete artistic work.		1
Common Anchor #4	Analyze, interpret, and select artistic work for presentation.	Pr Performing, Presenting, Producing	1, 2, 4
Common Anchor #5	Develop and refine artistic work for presentation.		1
Common Anchor #6	Convey meaning through the presentation of artistic work.		1, 4
Common Anchor #7	Perceive and analyze artistic work.	Re Responding	2, 3, 4
Common Anchor #8	Interpret intent and meaning in artistic work.		1, 2
Common Anchor #9	Apply criteria to evaluate artistic work.		1, 4
Common Anchor #10	Synthesize and relate knowledge and personal experiences to make art.	Cn Connecting	2, 3
Common Anchor #11	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		2, 3, 4

New York City Department of Education

Found in section(s):

Blueprint for Teaching and Learning in the Arts: Music

Strand 1	Music Making: By exploring, creating, replicating, and observing music, students build their technical and expressive skills, develop their artistry and a unique personal voice in music, and experience the power of music to communicate. They understand music as a universal language and a legacy of expression in every culture.	1, 2, 3, 4
Strand 2	Developing Music Literacy: Students develop a working knowledge of music language and aesthetics, and apply it to analyzing, evaluating, documenting, creating, and performing music. They recognize their roles as articulate, literate musicians when communicating with their families, schools, and communities through music.	1, 2, 3, 4
Strand 3	Making Connections: By investigating historical, social, and cultural contexts, and by exploring common themes and principles connecting music with other disciplines, students enrich their creative work and understand the significance of music in the evolution of human thought and expression.	1, 2, 3, 4
Strand 4	Working With Community and Cultural Resources: Students broaden their perspective by working with professional artists and arts organizations that represent diverse cultural and personal approaches to music, and by seeing performances of widely varied music styles and genres. Active partnerships that combine school and local community resources with the full range of New York City's music and cultural institutions create a fertile ground for students' music learning and creativity.	1, 2, 3
Strand 5	Exploring Careers and Lifelong Learning: Students consider the range of music and music-related professions as they think about their goals and aspirations, and understand how the various professions support and connect with each other. They carry physical, social, and cognitive skills learned in music, and an ability to appreciate and enjoy participating in music throughout their lives.	1, 2, 3, 4

Section Key

Section 1: **Concert Repertoire**
Section 3: **Instrument Families**

Section 2: **Repertoire Activities**
Section 4: **Concert Experience**