

Essential Academic Learning Requirements (EALRS) in the Arts

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. The student understands and applies arts knowledge and skills.						
<p>1.1.1 Understands arts concepts and vocabulary: <u>Elements:</u></p> <ul style="list-style-type: none"> • <i>Pitch</i> • <i>Rhythm</i> • <i>Expression (dynamics, style, tempo, phrasing)</i> • <i>Timbre</i> 	<ul style="list-style-type: none"> • Demonstrates the differences between singing and speaking voices (timbre) • Recognizes that different sources make different sounds (timbre) 	<ul style="list-style-type: none"> • Aurally and visually identifies high and low pitches (pitch) • Understands and uses loud-quiet <i>dynamics</i>, fast-slow <i>tempo</i> (expression) 	<ul style="list-style-type: none"> • Reads, writes, and creates using rhythms including quarter notes and rests and paired eighths (rhythm) • Understands and uses forte (f) and piano (p) (expression) 	<ul style="list-style-type: none"> • Reads, writes, and creates using rhythms including half and whole notes and rests (rhythm) • Understands and uses crescendo/decrescendo (expression) • Understands that sounds are produced by vibrations (timbre) 	<ul style="list-style-type: none"> • Understands and uses dynamic symbols (i.e., pp,p,mp,mf,f,ff) (expression) • Identifies families of instruments by sight and sound (timbre) 	<p>✓ Benchmark 1: Identifies and uses visual art, dance, theatre, and music vocabulary and concepts</p>
<p>1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization:</u></p> <p style="padding-left: 20px;"><i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i></p>	<ul style="list-style-type: none"> • Understands that musical notation moves from left to right (notation) • Recognizes same/different patterns in music (form) 	<ul style="list-style-type: none"> • Identifies melodic phrases that move upward and downward (melody) 	<ul style="list-style-type: none"> • Identifies and uses parts of the staff (i.e., treble clef, lines, and spaces) (<i>notation</i>) • Identifies and creates using simple musical forms (i.e., AB, ABA, call-response) (<i>form</i>) • Identifies steps, leaps, and repeated notes on a staff (<i>melody</i>) 	<ul style="list-style-type: none"> • Identifies and uses the following musical notation: bar line, measure, time signature, fermata, repeat sign (<i>notation</i>) • Identifies and performs simple musical forms (i.e., verse-refrain, round/ canon) (<i>form</i>) • Understands how combinations of steps, leaps, and repeated notes make up a melody 	<ul style="list-style-type: none"> • Identifies and writes notes in the treble clef (<i>notation</i>) • Identifies simple musical forms (i.e., introduction, interlude, coda, rondo) (<i>form</i>) • Creates a simple melody (<i>melody</i>) 	<p>✓ Benchmark 1: Identifies and uses visual art, dance, theatre, and music vocabulary, and concepts</p> <ul style="list-style-type: none"> • Identifies and uses the following musical notation: sharp, flat, tie (<i>notation</i>) • Identifies and performs simple musical forms (i.e., theme and variation) • Aurally discriminates

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				<i>(melody)</i> <ul style="list-style-type: none"> Aurally discriminates between same and different melodic phrases (<i>melody</i>) Aurally discriminates between unison and harmony (<i>harmony</i>) 		between major and minor
1.2 Develops arts skills and techniques	<ul style="list-style-type: none"> Speaks chants Sings songs Moves to the beat Demonstrates steady beat 	<ul style="list-style-type: none"> Sings and matches pitch (range C-G) Accurately echoes melodic and rhythmic phrases 	<ul style="list-style-type: none"> Sings and matches pitch (range C-C) Reads and performs simple rhythms Creates an improvisational response to a given pattern 	<ul style="list-style-type: none"> Sings rounds and partner songs Aurally recognizes rhythmic sets of twos and threes Plays various unpitched percussion instruments showing appropriate care 	<ul style="list-style-type: none"> Sings and matches pitch throughout a major diatonic scale Creates an improvisational interlude Demonstrates proper technique on at least one pitched instrument 	✓ Benchmark 1: Identifies and uses basic arts skills and techniques <ul style="list-style-type: none"> Sings in tune using proper posture, diction, breathing, and expression Performs melodic and harmonic lines within an ensemble
1.3 Understands and applies arts styles from various artists, cultures, and times	<ul style="list-style-type: none"> Describes a specific artwork 	<ul style="list-style-type: none"> Describes the differences between two artworks 	<ul style="list-style-type: none"> Recognizes that artworks have differing styles 	<ul style="list-style-type: none"> Describes the differences in style between two artworks 	<ul style="list-style-type: none"> Describes the attributes of artworks used by specific artists or cultures 	✓ Benchmark 1: <ul style="list-style-type: none"> Identifies specific attributes of artworks of various artists, cultures, and times using arts vocabulary

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2. The student demonstrates thinking skills using artistic processes.						
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Refines work based on feedback • Presents work to others 	<ul style="list-style-type: none"> • Applies arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> ✓ Benchmark 1: Develops work using a creative process with instructor direction • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process
2.2 Applies a performance process in the arts: <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal 	<ul style="list-style-type: none"> • Applies arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> ✓ Benchmark 1: Develops work using a performance process with instructor direction • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

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<p>approach to the work</p> <ul style="list-style-type: none"> • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 						
<p>2.3 Applies a responding process to an arts presentation:</p> <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • Applies arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<p>✓ Benchmark 1: Applies a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

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3. The student communicates through the arts.						
3.1 Uses the arts to express and present ideas and feelings	<ul style="list-style-type: none"> Recognizes that feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identifies how feelings are expressed through the arts 	<ul style="list-style-type: none"> Recognizes that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identifies how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identifies how ideas and feelings are expressed through the arts 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Expresses ideas and feeling through the arts
3.2 Uses the arts to communicate for a specific purpose	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., commemorate) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., entertain) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Creates and/or performs an artwork to communicate for a given purpose with instructor direction
3.3 Develops personal aesthetic criteria to communicate artistic choices	<ul style="list-style-type: none"> Uses personal favorites in artwork 	<ul style="list-style-type: none"> Identifies personal aesthetic choices 	<ul style="list-style-type: none"> Recognizes the aesthetic choices of others 	<ul style="list-style-type: none"> Recognizes that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognizes that aesthetic choices are influenced by culture 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Explains how personal aesthetic criteria is reflected in artwork

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.						
4.1 Demonstrates and analyzes the connections among the arts disciplines	<ul style="list-style-type: none"> Recognizes arts concepts in multiple art disciplines (i.e., pattern) 	<ul style="list-style-type: none"> Identifies and demonstrates common concepts through arts disciplines (i.e., rhythm) 	<ul style="list-style-type: none"> Demonstrates how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> Identifies common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Demonstrates skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Describes skills, concepts, and vocabulary common among art disciplines
4.2 Demonstrates and analyzes the connections between the arts and other content areas	<ul style="list-style-type: none"> Recognizes that art concepts occur in other content areas 	<ul style="list-style-type: none"> Identifies concepts and vocabulary common to the arts and other content areas 	<ul style="list-style-type: none"> Demonstrates concepts common to the arts and other content areas 	<ul style="list-style-type: none"> Applies arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> Identifies steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes) 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Identifies skills, concepts, and vocabulary common to the arts and other content areas
4.3 Understands how the arts impact lifelong choices	<ul style="list-style-type: none"> Identifies examples of arts in the classroom/ school 	<ul style="list-style-type: none"> Identifies how the arts impact home/ family choices 	<ul style="list-style-type: none"> Identifies examples of arts in the community 	<ul style="list-style-type: none"> Identifies how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identifies and analyzes how the arts impact consumer choices 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Analyzes how the arts impact personal and community choices
4.4 Understands that the arts shape and reflect culture and history	<ul style="list-style-type: none"> Describes a specific artwork in the classroom/ school 	<ul style="list-style-type: none"> Describes a specific artwork from home/family 	<ul style="list-style-type: none"> Describes specific artwork in the community 	<ul style="list-style-type: none"> Recognizes that artworks reflect culture 	<ul style="list-style-type: none"> Identifies general attributes of artworks from a specific culture 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Identifies specific attributes of artworks that reflect culture
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work	<ul style="list-style-type: none"> Follows directions when prompted on assigned tasks 	<ul style="list-style-type: none"> Practices safety habits using tools and materials appropriately 	<ul style="list-style-type: none"> Maintains focus and demonstrates perseverance 	<ul style="list-style-type: none"> Identifies career roles in the arts Meets goals and deadlines to complete work 	<ul style="list-style-type: none"> Practices/ rehearses to refine arts skills 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Describes career roles in the arts Demonstrates arts skills used in the world of work