2015 Arizona Academic Standards in the Arts General Music

Artistic Process - Connecting

| Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art | | | | | | | | |
|---|--------------------------------------|---------------------------------------|--------------------------------------|---------------------------------------|---|-------------------------------------|--------------------------------------|--|
| | | | | | | | | |
| MU.CN.10.Ka | MU.CN.10.1a | MU.CN.10.2a | MU.CN.10.3a | MU.CN.10.4a | MU.CN.10.5a | MU.CN.10.6a | MU.CN.10.7a | MU.CN.10.8a |
| a. With appropriate guidance, | a. With appropriate guidance, | a. Express personal preferences in | a. Identify pieces of music that are | a. Identify pieces of music that are | a. Explain why particular pieces of | a. Explain why particular pieces of | a. Identify examples of how music | a. Explain how music helps to |
| express personal preferences in | express personal preferences in | music. | important to one's family | important to one's family or | music are important to one's | music are important to one's | helps to create a sense of identity, | create a sense of identity, |
| music. | music. | | | cultural heritage. | family or cultural heritage. | family or cultural heritage. | community, and solidarity. | community, and solidarity. |
| MU.CN.10.Kb | MU.CN.10.1b | MU.CN.10.2b | MU.CN.10.3b | MU.CN.10.4b | MU.CN.10.5b | MU.CN.10.6b | MU.CN.10.7b | MU.CN.10.8b |
| b. With appropriate guidance, | b. With appropriate guidance, | b. Explore various uses of music in | b. Explore various uses of music in | b. Describe the roles and impact | b. Describe the roles and impact | b. Reflect on and discuss the roles | b. Reflect on and discuss the roles | b. Reflect on and discuss the roles |
| explore various uses of music in | explore various uses of music in | daily experiences (e.g. songs of | daily experiences (e.g. songs of | various musics plays in one's life | various musics plays in one's life | and impact various musics plays in | and impact various musics plays in | and impact various musics plays in |
| daily experiences (e.g. songs of | daily experiences (e.g. songs of | celebration, game songs, marches, | celebration, game songs, marches, | and the lives of others. | and the lives of others. | one's life and the lives of others. | one's life and the lives of others. | one's life and the lives of others. |
| celebration, game songs, marches, | , , , , , | , , | T.V., movie, and video game | | | | | |
| T.V., movie, and video game | T.V., movie, and video game | sound tracks, dance music, and | sound tracks, dance music, and | | | | | |
| sound tracks, dance music, and | sound tracks, dance music, and | work songs). | work songs). | | | | | |
| work songs). | work songs). | | | | | | | |
| Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding | | | | | | | | |
| Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| MU.CN.11.Ka | MU.CN.11.1a | MU.CN.11.2a | MU.CN.11.3a | MU.CN.11.4a | MU.CN.11.5a | MU.CN.11.6a | MU.CN.11.7a | MU.CN.11.8a |
| a. With appropriate guidance, | a. With appropriate guidance, | a. Explore relationships between | a. Explore and describe | a. Explore and describe | a. Explain relationships between | a. Explain relationships between | a. Synthesize relationships | a. Synthesize relationships |
| explore relationships between | explore relationships between | musics and other content areas | relationships between musics and | relationships between musics and | musics and other content areas | musics and other content areas | between musics and other | between musics and other |
| musics and other content areas | musics and other content areas | , , , | other content areas (e.g. dance, | other content areas (e.g. dance, | (e.g. dance, visual art, dramatic | (e.g. dance, visual art, dramatic | content areas (e.g. dance, visual | content areas (e.g. dance, visual |
| (e.g. dance, visual art, dramatic | (e.g. dance, visual art, dramatic | · · · · · · · · · · · · · · · · · · · | visual art, dramatic arts, | visual art, dramatic arts, | arts, literature, science, math, | arts, literature, science, math, | art, dramatic arts, literature, | art, dramatic arts, literature, |
| arts, literature, science, math, | arts, literature, science, math, | | literature, science, math, social | literature, science, math, social | social studies, and language arts). | social studies, and language arts). | science, math, social studies, and | science, math, social studies, and |
| social studies, and language arts). | social studies, and language arts). | arts). | studies, and language arts). | studies, and language arts). | | | language arts). | language arts). |
| MU.CN.11.Kb | MU.CN.11.1b | MU.CN.11.2b | MU.CN.11.3b | MU.CN.11.4b | MU.CN.11.5b | MU.CN.11.6b | MU.CN.11.7b | MU.CN.11.8b |
| b. With appropriate guidance, | b. With appropriate guidance, | , , , , | b. Describe how context (e.g. | b. Describe how context (e.g. | b. Describe how context (e.g. | b. Identify and describe how | b. Identify and explain how | Identify and explain how context |
| explore how context (e.g. social, | explore how context (e.g. social, | cultural, and historical) can inform | , , , | social, cultural, and historical) can | · ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' | context (e.g. social, cultural, and | context (e.g. social, cultural, and | (e.g. social, cultural, and historical |
| , , | cultural, and historical) can inform | a performance. | inform a performance. | inform a performance. | inform a performance. | historical) can inform a | historical) can inform a | can inform a performance. |
| a performance. | a performance. | | | | | performance. | performance. | |