**New York State Learning Standards for the Arts**

**General Music Pk–8 — Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artistic Process** | **Anchor Standards** | **Process Components** | **Enduring Understanding** | **Essential Questions** |
| Creating  (Cr)  Conceiving and developing new artistic ideas and work | Cr1. Generate and  conceptualize artistic  ideas and works.  Cr2. Organize and  develop artistic ideas  and work.  Cr3. Refine and  complete artistic  work | Imagine | Cr.1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. | How do musicians generate creative ideas? |
| Plan & Make | Cr2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent. | How do musicians make creative decisions? |
| Evaluate & Refine | Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. | How do musicians improve the quality of their creative work? |
| Present | Cr3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication. | How does sharing creative musical ideas demonstrate expressive intent? What personal purpose does sharing creative musical ideas serve? |
| Performing  (Pr)  Realizing artistic ideas and work through interpretation and presentation | Pr4. Select, analyze,  and interpret artistic  work for presentation  Pr5. Develop and  refine artistic  techniques and work  for presentation  Pr6. Convey  meaning through the  presentation of  artistic work. | Select | Pr4.1 Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. | How do performers select repertoire? |
| Analyze | Pr4.2 Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. | How does understanding the structure and context of musical works inform performance? |
| Interpret | Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. | How do performers interpret musical works? |
| Rehearse, Evaluate, and Refine | Pr5.1 To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. | When is a performance judged ready to present?  How do musicians improve the quality of their performance? |
| Present | Pr6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response. | How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical work?  How do context and the manner in which the musical work is presented influence audience response? |
| **Artistic Process** | **Anchor Standards** | **Process Components** | **Enduring Understanding** | **Essential Questions** |
| Responding  (Re)  Understanding and evaluating how the arts convey meaning | Re7. Perceive and  analyze artistic work  Re8. Interpret intent  and meaning in  artistic work  Re9. Apply criteria  to evaluate artistic  work | Select | Re7.1 Individuals’ selection of musical work is influenced by their interests, experiences, understandings, and purposes. | How do individuals choose music to experience? |
| Analyze | Re7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. | How does understanding the structure and context of music inform a response? |
| Interpret | Re8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | How do we discern musical creators’ and performers’ expressive intent? |
| Evaluate | Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. | How do we judge the quality of musical work(s) and performance(s)? |
| Connecting  (Cn)  Relating artistic ideas and work with personal meaning and external context | Cn10. Relate and  synthesize knowledge  and personal experiences to inspire and inform art. | Relate | Cn10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions. | How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?  What inspires and informs the creative work of musicians? |
| Cn11. Investigate ways artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. | Interrelate | Cn11.1 Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future. | How does music help us understand the lives of people of different times, places, and cultures?  How does music help preserve personal and cultural insights and values? |

New York State Learning Standards for the Arts © 2017 The New York State Education Department

All rights reserved.

Prepared by NYSSMA Curriculum Committee, 2017