

Supporting Scholars at Home: Fine Arts-Music

Chester Community Charter School
Calvin Mincey-Fine Arts Coordinator
CCCS Visual, Performing and Media Arts Teachers



Performing Arts- Anchor Standards

Creating-Conceiving and developing new artistic ideas and work.

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.



Performing Arts Anchor Standards

Performing, Presenting & Producing

Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.

Presenting (visual arts): Interpreting and sharing artistic work.

Producing (media arts): Realizing and presenting artistic ideas and work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation. **Anchor Standard #6.** Convey meaning through the presentation of artistic work.

Anchor Standard #6. Convey meaning through the presentation of artistic work.



Performing Arts Anchor Standards

Responding

xdMusic

Understanding and evaluating how the arts convey meaning.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.



Performing Arts Anchor Standards

Connecting

xdMusic

Relating artistic ideas and work with personal meaning and external context.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Music Grades K-2

I Can...

CREATE

I can discover musical ideas through simple rhythm and melodic patterns.

I can improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.

I can explore the creation of short pieces using standard and/or alternative notation.

I can identify musical ideas through verbal, written, aural, or technological means.



Music Grades K-2

I Can...

PERFORM

I can explore and identify the meaning of a song through its text by singing and/or playing an instrument.

I can examine and share the performance with the class and teacher.

I can identify persons serving in the roles of performer and audience.

I can perform in a classroom setting within a small group in both reading and aural approaches.

I can practice proper concert etiquette for a variety of musical settings.



Music Grades K-2

I Can...

RESPOND

I can recognize and respond to foundational musical elements.

I can express musical ideas through verbal, movement, written, or artistic means.

I can utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.

I can identify proper concert/audience etiquette.



Music Grades K-2

I Can...

CONNECT

I can explore the historical and cultural aspects of music as it relates to other disciplines and arts.

I can express how music relates to self and others.

I can explore musical connections, similarities, and differences.

I can share various roles of musicians in their own and other cultures.



Music Grade 3

I Can...

CREATE

I can improvise rhythmic and melodic ideas.

I can create and notate rhythmic musical ideas and patterns within common meters.

I can create melodic ideas with specific tonalities.

I can identify appropriate placements for dynamics, timbre, and tempo

I can reflect and modify my work.

I can present a final version of my work.



Music Grade 3

I Can...

PERFORM

I can make appropriate musical choices.

I can demonstrate understanding of the structure of music

I can demonstrate the use of iconic and standard notation.

I can interpret a piece of music

I can analyze and refine my performance

I can perform music with appropriate expressions .

I can demonstrate appropriate performance and audience etiquette.



Music Grade 3

I Can...

RESPOND

I can describe my musical choices.

I can describe musical elements and its context.

I can demonstrate my understanding of expressive qualities in performances.

I can describe the quality of musical works and performances.



Music Grade 3

I Can...

CONNECT

I can connect my personal experiences to my musical choices. I can connect my personal choices to my improvisation.

I can demonstrate understanding of connections between music, other classes and the world around me.



Music Grade 4

I Can...

CREATE

I can improvise rhythmic, melodic, and harmonic ideas.

I can explain the connection of my improvisation to social, cultural, and historic contexts.

I can create and notate rhythmic musical ideas and patterns within common meters.

I can create melodic ideas with specific tonalities.

I can identify appropriate placements for dynamics, timbre, and tempo.

I can reflect and modify my work.

I can present a final version of my work.



Music Grade 4

I Can...

PERFORM

I can make appropriate musical choices.

I can demonstrate understanding of the elements of music.

I can explain musical choices.

I can interpret a piece of music appropriately.

I can analyze and refine my performance.

I can perform music with appropriate interpretation.

I can demonstrate appropriate performance and audience etiquette.



Music Grade 4

I Can...

RESPOND

I can explain my musical choices.

I can explain musical elements and its context.

I can demonstrate my understanding of expressive qualities in performances.

I can explain the quality of musical works and performances.



Music Grade 4

I Can...

CONNECT

I can connect my personal experiences to my musical choices. I can connect my personal choices to my improvisation.

I can demonstrate understanding of connections between music, other classes and the world around me.



Music Grade 5

I Can...

CREATE

I can improvise rhythmic, melodic, and harmonic ideas.

I can explain the connection of my improvisation to social, cultural, and historic contexts.

I can create and notate rhythmic musical ideas and patterns within common meters.

I can create melodic ideas with specific tonalities.

I can create an accompaniment with simple chord changes.

I can identify appropriate placements for dynamics, timbre, and tempo.

I can reflect and modify my work.



Music Grade 5

I Can...

PERFORM

I can interpret a piece of music appropriately

I can analyze and refine my performance.

I can perform music with appropriate interpretation.

I can demonstrate appropriate performance and audience etiquette.



Music Grade 5

I Can...

RESPOND

I can cite evidence for my musical choices.

I can cite evidence of my knowledge of musical elements and its context.

I can demonstrate my understanding of expressive qualities in performances.

I can cite evidence to evaluate the quality of musical works and performances.



Music Grade 5

I Can...

CONNECT

I can connect my personal experiences to my musical choices.

I can demonstrate understanding of connections between music, other classes and the world around me.



Music Grade 6-8

I Can...

CREATE

- I can develop musical compositions for voices or instruments.
- I can improvise rhythmic, melodic, and harmonic variations to embellish a song.
- I can compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.
- I can arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.



Music Grade 6-8

I Can...

PERFORM

- I can rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- I can perform using expressive qualities and techniques.
- I can discuss own ideas and feedback of others to develop strategies to address technical challenges.
- I can illustrate how the setting and music elements contribute to the context of the music.
- I can demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance.



Music Grade 6-8

I Can...

RESPOND

- I can define and demonstrate understanding of foundational musical elements in discussion and written reflections.
- I can express musical ideas through verbal, movement, written, artistic, or technological means.
- I can evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.
- I can demonstrate proper concert/audience etiquette for a variety of musical settings.
- I can reflect upon and critique performances using grade appropriate music vocabulary



Music Grade 6-8

I Can...

CONNECT

- I can analyze the historical and cultural relationships of music's interactions with other disciplines.
- I can explain how music relates to self, others, and the world using grade- appropriate music vocabulary.
- I can categorize musical connections, similarities, and differences.
- I can compare and contrast the roles of musicians in various music settings and world cultures.



The National Visual Art Standards

The Art Of Education University



Creating

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.



Visual Arts- Main Ideas



Creating

Main Ideas

Creative process, Innovation, Imaginative play, Collaboration, Observation, Investigation, Planning, Goal-setting

Tools and mediums, Techniques, Safety, Responsibility, Visual communication, Art impacting communities

Art vocabulary, Share, Reflect and refine, Critiques



The National Visual Art Standards

The Art Of Education University



Presenting

Analyze, interpret and select artistic work for presentation.

Develop and refine artistic techniques and work for presentation.

Convey meaning through the presentation of artistic work.



Visual Arts- Main Ideas



Presenting

Main Ideas

Portfolios, Categorizing by theme or content, Curator, Critiques

Preservation, Conservation, Artist statements, Planning exhibits both indoor/outdoor

Art museums, Digital collections, Museum jobs, Storytelling, Social connections



The National Visual Art Standards

The Art Of Education University



Responding

Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.



Visual Arts- Main Ideas



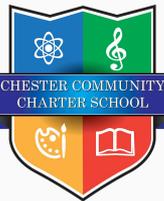
Responding

Main Ideas

Life experiences, Perception, Visual imagery

Subject matter, Mood, Media, Characteristics of form, Contextual information

Classify artwork, Express preferences, Evaluate



The National Visual Art Standards

The Art Of Education University



Connecting

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Synthesize and relate knowledge and personal experiences to make art.



Visual Arts- Main Ideas

The Art Of Education University



Connecting

Main Ideas

Cultural influences, Purpose, Social connections

Storytelling, Collections, Idea development



Grades K-5 Performing Arts Units of Study

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre and Visual Arts



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Performing/
Presenting/
Producing



Responding



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www.artsandculture.gov/learning-resources

<p><u>Unit 1</u> Welcome To Music Safety Expectations</p>	<p><u>Unit 3</u> Elements of Music ❖ Melody ❖ Dynamics ❖ Notation ❖ Form</p>	<p><u>Unit 5</u> Music History ❖ Baroque Period ❖ Renaissance Period</p>	<p><u>Unit 6</u> Classroom Instruments Orff/Guitar/ Piano</p>
<p><u>Unit 2</u> Elements of Music ❖ Rhythm ❖ Steady Beat ❖ Tempo</p>	<p><u>Unit 4 (Final)</u> Winter Concert Concert Etiquette Chorus</p>	<p>❖ Jazz/Blues ❖ Rock ❖ Harlem Renaissance <i>BHM</i> Artist Focus</p>	<p><u>Unit 7</u> Music Tech Jahlil Beats</p>
			<p><u>Unit 8</u> Spring Concert Concert Etiquette Chorus</p>



CHESTER COMMUNITY
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Grades K-5 Visual Arts Units of Study

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre and Visual Arts



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www.artstandards.org

<p><u>Unit 1</u> Welcome To Art Review Artist Focus <u>Unit 2</u> PT. 1 Elements Line, Shape, Color Value PT. 2 Elements Texture, Space,Form Winter Concert Art Exhibits</p>	<p><u>Unit 3</u> Art History Writing Focus Critique *Unit Assessment BHM Harlem Renaissance Artist Focus</p>	<p>Principles of Design <u>Unit 4</u> Balance/Rhythm/ Movement <u>Unit 5</u> Pattern/Repetition <u>Unit 6</u> Emphasis/Contrast <u>Unit 7</u> Harmony/Unity <u>Unit 8</u> Proportion/Scale</p>	<p><u>Unit 9</u> Museums of The World Emerging Tech Digital Media Photography Spring Concert Art Exhibits</p>



Grades 6-8 Performing Arts Units of Study

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Dance, Media Arts, Music, Theatre and Visual Arts

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Source: www.nationalartsstandards.org

<p><u>Unit 1</u> Welcome To Music Safety Expectations Building Community</p>	<p><u>Unit 3</u> Music Notation Major/Minor Scales Syncopation Dynamics & Articulation</p>	<p><u>Unit 5</u> History & Literature</p> <ul style="list-style-type: none"> ❖ Baroque Period ❖ Renaissance Period ❖ Modern Period ❖ Jazz/Blues/Gospel World Music ❖ Harlem Renaissance 	<p><u>Unit 6</u> Making Connections</p> <ul style="list-style-type: none"> ❖ Analysis, Evaluation & Critique
<p><u>Unit 2</u> Music Theory & Literacy Rhythm/Tempo 8th/16th Patterns Notation/Form/ Melody/Harmony</p>	<p><u>Unit 3</u> Folk/Cultural Music</p> <p><u>Unit 4</u> Winter Concert Concert Etiquette Chorus</p>	<p><i>BHM</i> <i>Oratorical</i> Artist Focus</p>	<p><u>Unit 7</u> Media Arts</p> <ul style="list-style-type: none"> ❖ Choral ❖ Instrumental ❖ Music Tech <p><u>Unit 7</u> Spring Concert Concert Etiquette</p>



Grades 6-8 Visual Arts Units of Study

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre and Visual Arts



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Responding



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<p><u>Unit 1</u> Welcome To Art Review Principles of Design <u>Unit 2</u> Balance/Rhythm Movement Artist Focus: Fairey, Rand, Davidson</p> <p>Winter Concert Art Exhibits</p>	<p><u>Unit 3</u> Self Reflection/ Critique</p> <p>*Unit Assessment</p> <p><u>Unit 4</u> BHM Harlem Renaissance Artist Focus</p>	<p>Principles of Design <u>Unit 5</u> Pattern/Repetition <u>Unit 6</u> Emphasis/Contrast <u>Unit 7</u> Harmony/Unity <u>Unit 8</u> Proportion/Scale</p> <p>Artist Focus: Hockney, Pollock, Haring, Rothko, etc</p>	<p><u>Unit 9</u> Written: Famous Artists Report/Presentation</p> <p><u>Unit 10</u> Emerging Tech Digital Media Photography Animation Artist Focus: Wiley, Walker, Basquiat</p> <p>Spring Concert Art Exhibits</p>



Music K-8 Resource



Access these links for
classroom and concert music



Music K-8 Classroom & Concert Repertoire	Grade
<u>MK-8 Music Vol. 15</u>	K8
<u>MK-8 Music Vol. 23</u>	K8
<u>MK-8 Vol. 24</u>	K8
<u>MK-8 Vol 27</u>	K8
<u>MK-8 Vol. 28</u>	K8
<u>MK-8 Vol. 31</u>	K8



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resources below

Music Resources

TEACHROCK

Teach Rock Kids Edition

[On Stage Performance](#)

[Art & Music](#)

[Math & Music](#)

[Math & Music](#)



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resources below

Music Resources

★ *TEACHROCK* ★

Teach Rock Kids Edition

[Music & BHM](#)

[Roots Of Rock & Roll](#)

[Music History](#)

[Math & Music](#)





Check out these amazing & exciting music industry & technology resources below

Music Resources

TEACHROCK

Teach Rock Kids Edition

[Music Business](#)

[History Of Hip Hop](#)

[Recording Industry](#)

[Vocal Recording](#)

[History](#)





Check out these
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Visual Art Resources

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Teach Rock Kids Edition

Art & Music

Art & Album Covers

Art & Music

Art & Math

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