

Suggested Ideas for Unpacking
(not an exhaustive list)

Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>K-2.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life)</p> <p>3-5.GM.Cn1.A (such as identifying pieces of music that are important to one's family or how music is used in daily life).</p>	<ul style="list-style-type: none"> ● Interest ● Knowledge ● Skills ● Personal Choice ● Intent 	<ul style="list-style-type: none"> ● Demonstrate ● Expressing ● Creating ● Performing ● Responding ● Identify 	<ul style="list-style-type: none"> ● I can make a personal choice about what music to perform. ● I can make a choice about what music I want to sing. ● I can explain why I like my favorite music. (older students - use music vocabulary) ● I can share the ways music is important in my life. ● I can choose/create a movement that is appropriate for a song. ● I can identify songs that are important to my family. ● I can identify/demonstrate musical selections for various occasions, holidays, or (cultural) celebrations. <p>(split this up as needed)</p>

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Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>K.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).</p> <p>1.GM.Cn2.A adds: (such as exploring the relationship between songs and historical events).</p> <p>2.GM.Cn2.A (such as exploring the connections between art and music).</p> <p>3.GM.Cn2.A (such as understanding the science of sound).</p> <p>4.GM.Cn2.A (such as the connection between fractions and rhythm values).</p> <p>5.GM.Cn2.A (such as comparing how music is used in various cultures and performing it)</p>	<ul style="list-style-type: none"> ● Relationships: other arts, disciplines, context (where, when and why), daily life, purpose ● What is a poem? (introduce students to a variety of poems) ● Rhyming words ● Historical Events ● Elements of Art ● Scientific properties of sound (frequencies, vibration, sound waves, echoes, pitch vs. dynamics, i.e. volume) ● Knowledge of fractions and other math concepts. ● Knowledge of a variety of cultures 	<ul style="list-style-type: none"> ● Demonstrate ● Explore ● Understand ● Compare 	<ul style="list-style-type: none"> ● I can find the rhyming words in a poem and in a song. ● I can choose art (or draw art) that fits a piece of music. ● I can choose music to go with a piece of art/dance, and explain my choice. ● I can explore music from different historical periods/events. ● I can explore music/dance from other cultures. ● I can demonstrate line/phrasing in art and music. ● I can demonstrate the difference between pitch and volume. ● I can demonstrate the relationship between fractions and note values. ● I can identify music from a variety of cultures.