

TN Music Standards 2018

KINDERGARTEN

PERFORM

CREATE

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|--|--|--|--|--|--|
| 1: analyze, interpret, and select artistic work for presentation. | 2: develop and refine artistic work for presentation. | 3: convey meaning through the presentation of artistic work. | 1: generate and conceptualize artistic ideas and work. | 2: organize and develop artistic ideas and work. | 3: refine and complete artistic work. |
| K.GM.P1.A With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music. | K.GM.P2.A With guidance, apply feedback to refine performances. | K.GM.P3.A With guidance, sing, alone and with others, with expression* | K.GM.Cr1.A With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music. | K.GM.Cr2.A With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas. | K.GM.Cr3.A With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas. |
| K.GM.P1.B With guidance using voices, instruments or movement, explore and demonstrate awareness of music contrasts* in a variety of music selected for performance. | K.GM.P2.B With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo). | K.GM.P3.B With guidance using body percussion and/or instruments, perform, alone and with others, with expression* | K.GM.Cr1.B With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples. | K.GM.Cr2.B With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology. | K.GM.Cr3.B With guidance, using created vocal, instrumental or movement pieces, demonstrate a final version of personal musical ideas. |
| K.GM.P1.C With guidance using voices, instruments or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo). | | K.GM.P3.C Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette. | | | |
| | | K.GM.P3.D Demonstrate appropriate audience behavior and evaluate student behavior during a performance. | | | |

RESPOND

CONNECT

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|--|---|--|--|---|
| 1: perceive and analyze artistic work. | 2: interpret intent and meaning in artistic work. | 3: apply criteria to evaluate artistic work. | 1: synthesize and relate knowledge and personal experiences to make art. | 2: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
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| K.GM.R1.A With guidance, list personal interests and experiences explaining musical preference. | K.GM.R2.A With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds or simple musical characteristics in a listening selection). | K.GM.R3.A With guidance, apply personal preferences in the evaluation of music and discuss a musical performance. | K.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). | 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). |
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TN Music Standards 2018

1st GRADE

PERFORM

CREATE

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|---|--|--|---|--|--|
| 1: analyze, interpret, and select artistic work for presentation. | 2: develop and refine artistic work for presentation. | 3: convey meaning through the presentation of artistic work. | 1: generate and conceptualize artistic ideas and work. | 2: organize and develop artistic ideas and work. | 3: refine and complete artistic work. |
| 1.GM.P1.A With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. | 1.GM.P2.A With limited guidance, apply feedback to refine performances. | 1.GM.P3.A With limited guidance, sing, alone and with others, with expression.* | 1.GM.Cr1.A With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement. | 1.GM.Cr2.A With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | 1.GM.Cr3.A With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas. |
| 1.GM.P1.B With limited guidance using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance. | 1.GM.P2.B With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality and tempo). | 1.GM.P3.B With limited guidance using body percussion or instruments, perform, alone and with others, with expression.* | 1.GM.Cr1.B With limited guidance, using voices, body percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story. | 1.GM.Cr2.B With limited guidance, using digital media or pictures to notate a short musical passage, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.). | 1.GM.Cr3.B With guidance, using created vocal, instrumental or movement pieces, demonstrate a final version of personal musical ideas. |
| 1.GM.P1.C Demonstrate and describe music's expressive qualities (such as dynamics and tempo). | | 1.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. | | | |
| 1.GM.P1.D When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation. | | 1.GM.P3.D Demonstrate appropriate audience behavior and evaluate student behavior during a performance. | | | |

RESPOND

CONNECT

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|---|---|---|---|--|
| 1: perceive and analyze artistic work. | 2: interpret intent and meaning in artistic work. | 3: apply criteria to evaluate artistic work. | 1: synthesize and relate knowledge and personal experiences to make art. | 2: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| 1.GM.R1.A With limited guidance, identify and explain how personal interests and experience influence musical selection. | 1. GM. R2.A With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices or individual instruments and identifying how sound is produced). | 1.GM.R3.A With limited guidance, apply personal preferences in the evaluation of music; Discuss a musical performance using grade-appropriate vocabulary. | 1.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). | 1. GM.Cn2.A Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events). |
| 1. GM.R1.B With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music. | | | | |

TN Music Standards 2018

2nd Grade

PERFORM

CREATE

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|---|--|--|---|---|---|
| 1: analyze, interpret, and select artistic work for presentation. | 2: develop and refine artistic work for presentation. | 3: analyze, interpret, and select artistic work for presentation. | 1: generate and conceptualize artistic ideas and work. | 2: analyze, interpret, and select artistic work for presentation. | 3: develop and refine artistic work for presentation. |
| 2.GM.P1.A Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods). | 2.GM.P2.A Apply established criteria to judge student rehearsal and/or performance. | 2.GM.P3.A Sing, alone and with others, with expression and skill.* | 2.GM.Cr1.A Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement. | 2.GM.Cr2.A Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | 2.GM.Cr3.A Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music. |
| 2.GM.P1. Using voices, instruments or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance. | 2.GM.P2.B Rehearse, identify and apply strategies to address performance challenges. | 2.GM.P3.B Using body percussion or instruments, perform, alone and with others, with expression and skill.* | 2.GM.Cr1.B Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.) | 2.GM.Cr2.B Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four beat rhythm/melodic patterns, introductions, coda, etc.) | 2.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal instrumental or movement pieces. |
| 2.GM.P1.C Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive intent. | | 2.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. | | | |
| 2.GM.P1.D When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation. | | 2.GM.P3.D Demonstrate appropriate audience behavior and evaluate student behavior during a performance. | | | |

RESPOND

CONNECT

| | | | | |
|--|---|--|---|--|
| 1: perceive and analyze artistic work. | 2: interpret intent and meaning in artistic work. | 3: apply criteria to evaluate artistic work. | 1: synthesize and relate knowledge and personal experiences to make art. | 2: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| 2.GM.R1.A Identify and explain how personal interests and experience influence musical selection; List and explain personal musical interests. | 2.GM.R2.A Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, how tempo and dynamics affect the mood of a piece). | 2.GM.R3.A Apply personal preferences in the evaluation of music; Discuss a musical performance using grade-appropriate music vocabulary. | 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). | 2.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 connections between art and music). |
| 2.GM.R1.B Describe how specific music concepts are used to support a specific purpose in music; Demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre). | | | | |

TN Music Standards 2018

3rd Grade

PERFORM

CREATE

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|--|---|--|--|---|--|
| 1: analyze, interpret, and select artistic work for presentation. | 2: develop and refine artistic work for presentation. | 3: analyze, interpret, and select artistic work for presentation. | 1: generate and conceptualize artistic ideas and work. | 2: analyze, interpret, and select artistic work for presentation. | 3: develop and refine artistic work for presentation. |
| 3.GM.P1.A Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context. | 3.GM.P2.A Apply established criteria to judge student rehearsal and/or performance. | 3.GM.P3.A Sing, alone and with others, with expression and skill.* | 3.GM.Cr1.A Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato). | 3.GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | 3.GM.Cr3.A Interpret and apply feedback using vocabulary such as introduction, sequence, interlude, coda and grade-appropriate musical characteristics to revise personal music. |
| 3.GM.P1.B Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance. | 3.GM.P2.B Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. | 3.GM.P3.B Using body percussion or instruments, perform instrumentally (pitched and unpitched), alone and with others, with expression and skill.* | 3.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas. | 3.GM.Cr2.B Using iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc. | 3.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental or movement pieces through performance. |
| 3.GM.P1.C Describe how context (such as personal and social) can inform a performance. | | 3.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. | | | |
| 3.GM.P1.D When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation. | | 3.GM.P3.D Demonstrate appropriate audience behavior and evaluate student behavior during a performance. | | | |

RESPOND

CONNECT

| | | | | |
|--|--|---|--|--|
| 1: perceive and analyze artistic work. | 2: interpret intent and meaning in artistic work. | 3: apply criteria to evaluate artistic work. | 1: synthesize and relate knowledge and personal experiences to make art. | 2: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| 3.GM.R1.A Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experiences, and context). | 3.GM.R2.A Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing or discussing). | 3.GM.R3.A Evaluate musical works and performances, applying established criteria; Discuss a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria. | 3. GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life). | 3.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 connections between art and music). |
| 3.GM.R1.B Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band folk or ethnic instruments). | | | | |
| 3.GM.R1.C Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning, using an element of music or music vocabulary). | | | | |

PERFORM

CREATE

1: analyze, interpret, and select artistic work for presentation.

2: develop and refine artistic work for presentation.

1: analyze, interpret, and select artistic work for presentation.

1: generate and conceptualize artistic ideas and work.

2: analyze, interpret, and select artistic work for presentation.

3: develop and refine artistic work for presentation.

4.GM.P1.A Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

4.GM.P2.A Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.

4.GM.P3.A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation.*

4.GM.Cr1.A Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.)

4.GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.

4.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time such as created introduction, sequence, interlude and/or coda.

4.GM.P3.B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation.*

4.GM.P1.B Demonstrate an understanding of the structure and the elements of music (such as rhythm, pitch and form) in music selected for performance.

4.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

4.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.

4.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade-appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set.

4.GM.Cr2.B Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic patterns, simple harmonies, introduction, coda, interlude, etc.).

4.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental or movement pieces through performance.

4.GM.P1.C Explain how context (such as social and cultural) informs a performance.

4.GM.P3.D Demonstrate appropriate audience behavior and evaluate student behavior during a performance.

4.GM.P1.D When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.

RESPOND

CONNECT

1: perceive and analyze artistic work.

2: interpret intent and meaning in artistic work.

3: apply criteria to evaluate artistic work.

1: synthesize and relate knowledge and personal experiences to make art.

2: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

4.GM.R1.A Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.)

4.GM.R2.A Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).

4.GM.R3.A Evaluate musical works and performances, applying established criteria.

4.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).

4.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).

4.GM.R1.B Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).

4.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.)

TN Music Standards 2018

5th Grade

PERFORM

CREATE

1: analyze, interpret, and select artistic work for presentation.

2: develop and refine artistic work for presentation.

3: analyze, interpret, and select artistic work for presentation.

1: generate and conceptualize artistic ideas and work.

2: analyze, interpret, and select artistic work for presentation.

3: develop and refine artistic work for presentation.

5.GM.P1.A Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.

5.GM.P2.A Apply established criteria to judge student rehearsal and/or performance.

5.GM.P3.A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation.*

5.GM.Cr1.A Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).

5.GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.

5.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition or other characteristic of a created piece of music.

5.GM.P1.B Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form and harmony) in music selected for performance.

5.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.

5.GM.P3.B Using body percussion or instruments (pitched/unpitched), perform, alone/with others, with expression, technical accuracy, and appropriate interpretation.*

5.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form and/or rhythmic set.

5.GM.Cr2.B Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).

5.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created piece through performance.

5.GM.P1.C Explain how context (such as social, cultural, and historical) informs performances.

5.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.

5.GM.P1.D When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.

5.GM.P3.D Demonstrate appropriate audience behavior and evaluate student behavior during a performance.

RESPOND

CONNECT

1: perceive and analyze artistic work.

2: interpret intent and meaning in artistic work.

3: apply criteria to evaluate artistic work.

1: synthesize and relate knowledge and personal experiences to make art.

2: relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

5.GM.R1.A Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

5.GM.R2.A Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).

5.GM.R3.A Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances.

5.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).

5.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).

5.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.)