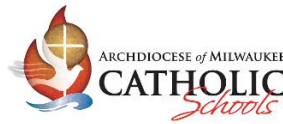


General Music Priority Standards

*Based on the [Wisconsin Music Educators Association General Music Standards](#)



Grade 1 Priority Standards

With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

- Create rhythmic patterns.
- Create melodic patterns.

With limited guidance, perform music for a specific purpose with expression.

- Perform music.
- Use expression when performing.

With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

- Demonstrate expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
- Identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- Demonstrate understanding of relationships between music and the other arts.
- Demonstrate understanding of relationships between music and other subject areas.

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components.

Grade 2 Priority Standards

Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

- Improvise rhythmic patterns.
- Improvise melodic patterns.
- Create musical ideas (combining rhythms and melodies) through improvisation.

Perform music for a specific purpose with expression and technical accuracy.

- Perform music with expression.
- Perform music with technical accuracy.

Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

- Demonstrate knowledge of music concepts.
- Demonstrate how music concepts support creators'/performers' expressive intent.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- Demonstrate understanding of relationships between music and the other arts.
- Demonstrate understanding of relationships between music and other subject areas.

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components.

Grade 3 Priority Standards

Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

- Use standard and/or iconic notation and/or recording technology to document rhythmic ideas within a given criteria.
- Use standard and/or iconic notation and/or recording technology to document melodic ideas within a given criteria.

Perform music with expression and technical accuracy.

- Perform music with expression.
- Perform music with technical accuracy.

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

- Demonstrate how a response to music can be informed by the structure.
- Demonstrate how a response to music can be informed by the use of the elements of music.
- Demonstrate how a response to music can be informed by the context.
- Describe how a response to music can be informed by the structure.
- Describe how a response to music can be informed by the use of the elements of music.
- Describe how a response to music can be informed by the context.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- Demonstrate understanding of relationships between music and the other arts.
- Demonstrate understanding of relationships between music and other subject areas.

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

- Use standard and/or iconic notation and/or recording technology to document rhythmic ideas within a given criteria.
- Use standard and/or iconic notation and/or recording technology to document melodic ideas within a given criteria.
- Use standard and/or iconic notation and/or recording technology to document harmonic ideas within a given criteria.

Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

- Perform music alone with expression.
- Perform music alone with technical accuracy.
- Perform music alone with appropriate interpretation.
- Perform music with others with expression.
- Perform music with others with technical accuracy.
- Perform music with others with appropriate interpretation.

Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

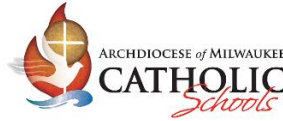
- Demonstrate how responses to music are informed by the structure.
- Demonstrate how responses to music are informed by the use of the elements of music.
- Demonstrate how responses to music are informed by the context.
- Explain how responses to music are informed by the structure.
- Explain how responses to music are informed by the use of the elements of music.
- Explain how responses to music are informed by the context.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- Demonstrate understanding of relationships between music and the other arts.
- Demonstrate understanding of relationships between music and other subject areas.

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components.



Grade 5 Priority Standards

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

- Use standard and/or iconic notation and/or recording technology to document personal rhythmic musical ideas.
- Use standard and/or iconic notation and/or recording technology to document personal melodic musical ideas.
- Use standard and/or iconic notation and/or recording technology to document personal two-chord harmonic musical ideas.

Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

- Perform music alone with expression.
- Perform music alone with technical accuracy.
- Perform music alone with appropriate interpretation.
- Perform music with others with expression.
- Perform music with others with technical accuracy.
- Perform music with others with appropriate interpretation.

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

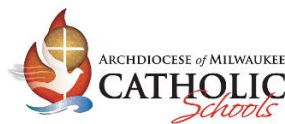
- Demonstrate, citing evidence, how responses to music are informed by the structure.
- Demonstrate, citing evidence, how responses to music are informed by the use of elements of music.
- Demonstrate, citing evidence, how responses to music are informed by context.
- Explain, citing evidence, how responses to music are informed by the structure.
- Explain, citing evidence, how responses to music are informed by the use of elements of music.
- Explain, citing evidence, how responses to music are informed by context.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- Demonstrate understanding of relationships between music and the other arts.
- Demonstrate understanding of relationships between music and other subject areas.

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components.



Grade 6 Priority Standards

Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music.
- Evaluate their own work, applying teacher-provided criteria such as use of sound sources.

Apply teacher-provided criteria to evaluate musical works or performances.

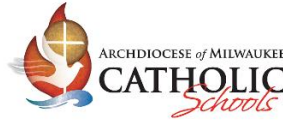
- Apply teacher-provided criteria to evaluate musical works.
- Apply teacher-provided criteria to evaluate musical performances.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- Demonstrate understanding of relationships between music and the other arts.
- Demonstrate understanding of relationships between music and other subject areas.

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components.



Grade 7 Priority Standards

Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

- Evaluate their own work by selecting and applying criteria including appropriate application of style.
- Evaluate their own work by selecting and applying criteria including appropriate application of form.
- Evaluate their own work by selecting and applying criteria including appropriate application of use of sound sources.

Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

- Perform the music with technical accuracy to convey the creator's intent.
- Perform the music with stylistic expression to convey the creator's intent.

Select from teacher-provided criteria to evaluate musical works or performances.

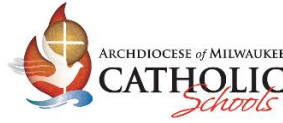
- Select from teacher-provided criteria to evaluate musical works.
- Select from teacher-provided criteria to evaluate musical performances.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- Demonstrate understanding of relationships between music and the other arts.
- Demonstrate understanding of relationships between music and other subject areas.

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components.



Grade 8 Priority Standards

Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

- Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques.
- Evaluate their own work by selecting and applying criteria including appropriate application of style.
- Evaluate their own work by selecting and applying criteria including appropriate application of form.
- Evaluate their own work by selecting and applying criteria including appropriate application of use of sound sources.

Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

- Perform the music with technical accuracy to convey the creator's intent.
- Perform the music with stylistic expression and culturally authentic practices to convey the creator's intent.

Apply appropriate personally-developed criteria to evaluate musical works or performances.

- "Apply appropriate personally-developed criteria to evaluate musical works.
- Apply appropriate personally-developed criteria to evaluate musical performances.

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.

- **Demonstrate understanding of relationships between music and the other arts.**
- **Demonstrate understanding of relationships between music and other subject areas.**

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various cultures through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various ethnicities through an exploration of musical and extra-musical components.
- Exhibit understanding of the two-way relationship between music and people of various locales through an exploration of musical and extra-musical components.

- Exhibit understanding of the two-way relationship between music and people of various eras through an exploration of musical and extra-musical components.