

# Quaver's Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Kindergarten





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 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.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.P1.C** With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- K.GM.P2.A** With guidance, apply feedback to refine performances.
- 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).

### Foundation P3

*Convey and express meaning through the presentation of artistic work.*

- K.GM.P3.A** With guidance, sing, alone and with others, with expression.\*
- K.GM.P3.B** With guidance, using body percussion and/or instruments, perform, alone and with others, with expression.\*
- 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.



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 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.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.

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- K.GM.Cr2.A** With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas.
- 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.

### Foundation Cr3

*Refine and complete artistic work.*

- K.GM.Cr3.A** With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.
- K.GM.Cr3.B** With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

**K.GM.R1.A** With guidance, list personal interests and experiences explaining musical preference.

### Foundation R2

*Interpret intent and meaning in artistic work.*

**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).

### Foundation R3

*Apply criteria to evaluate artistic work.*

**K.GM.R3.A** With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 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).

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 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).

# Quaver's Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

First Grade





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 1.GM.P1.A** With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
- 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.P1.C** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
- 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

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 1.GM.P2.A** With limited guidance, apply feedback to refine performances.
- 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).

### Foundation P3

*Convey and express meaning through the presentation of artistic work.*

- 1.GM.P3.A** With limited guidance, sing, alone and with others, with expression\*
- 1.GM.P3.B** With limited guidance, using body percussion or instruments, perform, alone and with others, with expression\*
- 1.GM.P3.C** Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
- 1.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 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.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.

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- 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.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.).

### Foundation Cr3

*Refine and complete artistic work.*

- 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.Cr3.B** With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.





## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 1.GM.R1.A** With limited guidance, identify and explain how personal interests and experience influence musical selection.
- 1.GM.R1.B** With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 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).

### Foundation R3

*Apply criteria to evaluate artistic work.*

- 1.GM.R3.A** With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 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).

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 1.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 relationship between songs and historical events).

# Quavers' Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Second Grade





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 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.P1.B** Using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.
- 2.GM.P1.C** Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive intent.
- 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.

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 2.GM.P2.A** Apply established criteria to judge student rehearsal and/or performance.
- 2.GM.P2.B** Rehearse, identify, and apply strategies to address performance challenges.

### Foundation P3

*Convey and express meaning through the presentation of artistic work.*

- 2.GM.P3.A** Sing, alone and with others, with expression and skill\*
- 2.GM.P3.B** Using body percussion or instruments, perform, alone and with others, with expression and skill\*
- 2.GM.P3.C** Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
- 2.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 2.GM.Cr1.A** Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.
- 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.).

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- 2.GM.Cr2.A** Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.
- 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, introduction, coda, etc.).

### Foundation Cr3

*Refine and complete artistic work.*

- 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.Cr3.B** Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces.



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 2.GM.R1.A** Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests.
- 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).

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 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, or how tempo and dynamics affect the mood of a piece).

### Foundation R3

*Apply criteria to evaluate artistic work.*

- 2.GM.R3.A** Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate music vocabulary.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 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).

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 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).

# Quavers' Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Third Grade







## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 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.P1.B** Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.
- 3.GM.P1.C** Describe how context (such as personal and social) can inform a performance.
- 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.

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 3.GM.P2.A** Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.
- 3.GM.P2.A** Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

### Foundation P3

*Convey and express meaning through the presentation of artistic work.*

- 3.GM.P3.A** Sing, alone and with others, with expression and skill\*
- 3.GM.P3.B** Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression and skill\*
- 3.GM.P3.C** Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
- 3.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 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.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.

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- 3.GM.Cr2.A** Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.
- 3.GM.Cr2.B** Use 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.).

### Foundation Cr3

*Refine and complete artistic work.*

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



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 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, experience, and context).
- 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).

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 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).

### Foundation R3

*Apply criteria to evaluate artistic work.*

- 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.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 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).

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 3.GM.Cn2.A** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).

# Quavers' Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Fourth Grade





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 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.P1.B** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
- 4.GM.P1.C** Explain how context (such as social and cultural) informs 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.

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 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.P2.B** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

### Foundation P3

*Convey and express meaning through the presentation of artistic work.*

- 4.GM.P3.A** Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation\*
- 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.P3.C** Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
- 4.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 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.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.

### Foundation Cr2

*Organize and develop artistic ideas and work.*

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

### Foundation Cr3

*Refine and complete artistic work.*

- 4.GM.Cr3.A** Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.
- 4.GM.Cr3.B** Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 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.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.).

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 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).

### Foundation R3

*Apply criteria to evaluate artistic work.*

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





## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 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).

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 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).

# Quaver's Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Fifth Grade





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 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.P1.B** Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- 5.GM.P1.C** Explain how context (such as social, cultural, and historical) informs performances.
- 5.GM.P1.D** When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 5.GM.P2.A** Apply established criteria to judge student rehearsal and/or performance.
- 5.GM.P2.B** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement

### Foundation P3

*Convey and express meaning through the presentation of artistic work.*

- 5.GM.P3.A** Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation\*
- 5.GM.P3.B** Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation\*
- 5.GM.P3.C** Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.
- 5.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 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.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.

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- 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.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.).

### Foundation Cr3

*Refine and complete artistic work.*

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



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 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.R1.B** 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) through various means (such as manipulatives, movement, and/or pictorial representation).
- 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.).

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 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).

### Foundation R3

*Apply criteria to evaluate artistic work.*

- 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.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 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).

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 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).

# Quavers' Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Sixth Grade





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 6.GM.P1.A** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
- 6.GM.P1.B** Explain how understanding the structure and the elements of music are used in music selected for performance.
- 6.GM.P1.C** Perform a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 6.GM.P2.A** Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

### Foundation P3

*Convey and express meaning through the performance of artistic work.*

- 6.GM.P3.A** Perform music with technical accuracy to convey the creator's intent.
- 6.GM.P3.B** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.





## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 6.GM.Cr1.A** Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- 6.GM.Cr2.A** Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent
- 6.GM.Cr2.B** Use standard and/or iconic notation and/or audio/videorecording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas

### Foundation Cr3

*Refine and complete artistic work.*

- 6.GM.Cr3.A** Self-evaluate one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.
- 6.GM.Cr3.B** Describe the rationale for making revisions to music, based on evaluation criteria and feedback from a teacher.
- 6.GM.Cr3.C** Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 6.GM.R1.A** Select or choose music to listen to, and explain the connections to specific interests or experiences for a specific purpose
- 6.GM.R1.B** Describe how the elements of music and expressive qualities relate to the structure of the pieces.
- 6.GM.R1.C** Identify the context of music from a variety of genres, cultures, and historical periods

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 6.GM.R2.A** Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

### Foundation R3

*Apply criteria to evaluate artistic work.*

- 6.GM.R3.A** Apply teacher-provided criteria to evaluate musical works or performances.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 6.GM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 6.GM.Cn2.A** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

# Quavers' Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Seventh Grade





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 7.GM.P1.A** Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- 7.GM.P1.B** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- 7.GM.P1.C** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.
- 7.GM.P1.D** Identify how cultural and historical context inform performances and result in different music interpretations.
- 7.GM.P1.E** Perform contrasting pieces of music demonstrating how interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 7.GM.P2.A** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when music is ready to perform.

### Foundation P3

*Convey and express meaning through the performance of artistic work.*

- 7.GM.P3.A** Perform music with technical accuracy and stylistic expression to convey the creator's intent.
- 7.GM.P3.B** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 7.GM.Cr1.A** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- 7.GM.Cr2.A** Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- 7.GM.Cr2.B** Use standard and/or iconic notation and/or audio/videorecording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

### Foundation Cr3

*Refine and complete artistic work.*

- 7.GM.Cr3.A** Self-evaluate one's work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- 7.GM.Cr3.B** Describe the rationale for making revisions to music, based on evaluation criteria and feedback from others (teacher and peers).
- 7.GM.Cr3.C** Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety and convey expressive intent.



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 7.GM.R1.A** Select or choose contrasting music to listen to, and compare the connections to specific interests or experiences for a specific purpose.
- 7.GM.R1.B** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- 7.GM.R1.C** Identify and compare the context of music from a variety of genres, cultures, and historical periods.

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 7.GM.R2.A** Describe a personal interpretation of contrasting works, and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

### Foundation R3

*Apply criteria to evaluate artistic work.*

- 7.GM.R3.A** Select from teacher-provided criteria to evaluate musical works or performances.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 7.GM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 7.GM.Cn2.A** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



# Quavers' Beyond Marvelous General Music TENNESSEE CURRICULUM

## Tennessee General Music Standards

Eighth Grade





## DOMAIN: Perform

### Foundation P1

*Select, analyze, and interpret artistic work for performance.*

- 8.GM.P1.A** Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- 8.GM.P1.B** Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 8.GM.P1.C** When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
- 8.GM.P1.D** Identify how cultural and historical context informs performances and results in different music effects.

### Foundation P2

*Develop and refine artistic techniques and work for performance.*

- 8.GM.P2.A** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.

### Foundation P3

*Convey and express meaning through the performance of artistic work.*

- 8.GM.P3.A** Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
- 8.GM.P3.B** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.



## DOMAIN: Create

### Foundation Cr1

*Generate and conceptualize artistic ideas and work.*

- 8.GM.Cr1.A** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

### Foundation Cr2

*Organize and develop artistic ideas and work.*

- 8.GM.Cr2.A** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.

### Foundation Cr3

*Refine and complete artistic work.*

- 8.GM.Cr3.A** Self-evaluate one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.
- 8.GM.Cr3.B** Describe the rationale for refining works by explaining one's choices, based on evaluation criteria.
- 8.GM.Cr3.C** Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.



## DOMAIN: Respond

### Foundation R1

*Perceive and analyze artistic work.*

- 8.GM.R1.A** Select programs of music (such as a CD mix or live performances), and demonstrate the connections to an interest or experience for a specific purpose.
- 8.GM.R1.B** Compare how the elements of music and expressive qualities relate to the structure within programs of music.
- 8.GM.R1.C** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

### Foundation R2

*Interpret intent and meaning in artistic work.*

- 8.GM.R2.A** Support personal interpretation of contrasting programs of music, and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.

### Foundation R3

*Apply criteria to evaluate artistic work.*

- 8.GM.R3.A** Apply appropriate personally-developed criteria to evaluate musical works or performances.



## DOMAIN: Connect

### Foundation Cn1

*Synthesize and relate knowledge and personal experiences to artistic endeavors.*

- 8.GM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### Foundation Cn2

*Relate artistic ideas and works with societal, cultural, and historical context.*

- 8.GM.Cn2.A** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

