

Quavers' Beyond Incredible General Music UTAH CURRICULUM

Utah General Music Standards

Kindergarten





Strand: CREATE

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (Standards K.M.CR.1–4).

- K.M.CR.1:** Explore music concepts of steady beat, timbre, and melody, and generate musical ideas using limited tone sets and simple meters.
- K.M.CR.2:** Demonstrate favorite musical ideas and state personal reasons for choosing them.
- K.M.CR.3:** Organize musical ideas using iconic notation or recordings.
- K.M.CR.4:** Apply personal, peer, and teacher feedback to refine personal musical ideas.

Strand: PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (Standards K.M.P.1–4).

- K.M.P.1:** Identify and discuss basic elements in music to be performed, and state personal interest in various performance pieces.
- K.M.P.2:** Explore the effects of various timbres, dynamic levels and tempos using voice, movement, and simple instruments.
- K.M.P.3:** Develop these skills and concepts essential to music performance:
 - a. Explore the range and various qualities of the voice.
 - b. Sing a variety of simple songs in tune.
 - c. Sing and identify two-note melodic patterns.
 - d. Perform a rhyme or song with teacher accompaniment.
 - e. Perform steady beat with body percussion or unpitched percussion.
 - f. Perform beat versus rhythm.
 - g. Perform and identify one sound per beat and two sounds per beat.
 - h. Perform music with expression.
 - i. Respond to the conductor to start, stop, and stay together.
- K.M.P.4:** Demonstrate appropriate practice and performance behavior.



Strand: RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards K.M.R.1–4).

- K.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns, and expressive elements.
- K.M.R.2:** Describe feelings conveyed by a music selection and identify elements in a music selection that elicit feelings.
- K.M.R.3:** Show feelings conveyed by music through movement.
- K.M.R.4:** Identify which of two strongly contrasting selections of music is the favorite, and tell why by naming the element or feeling.

Strand: CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards K.M.CO.1–4).

- K.M.CO.1:** Sing folk songs and singing games from other cultures.
- K.M.CO.2:** Describe how music relates to personal and social experience.
- K.M.CO.3:** Share a favorite song learned at home or describe a family musical tradition.
- K.M.CO.4:** Explore and demonstrate learning in another content area through music.

Quavers' Beyond Incredible General Music UTAH CURRICULUM

Utah General Music Standards

First Grade





Strand: CREATE

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (Standards 1.M.CR.1–4).

- 1.M.CR.1:** Generate musical ideas for a specific purpose using limited tone sets and simple meters.
- 1.M.CR.2:** Demonstrate and discuss personal reasons for choosing favorite musical ideas.
- 1.M.CR.3:** Organize personal musical ideas using iconic notation or recordings.
- 1.M.CR.4:** Apply personal, peer, and teacher feedback to refine personal musical ideas.

Strand: PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (Standards 1.M.P.1–4).

- 1.M.P.1:** State personal interest in various music selections to be performed, and discuss basic elements of music to be performed.
- 1.M.P.2:** Explore the effects of various timbres, dynamic levels and tempos, using voice, movement, and simple instruments.
- 1.M.P.3:** Develop techniques and concepts to refine work for presentation by:
 - a. Exploring the range and various qualities of the voice.
 - b. Singing a variety of simple songs.
 - c. Responding to visual representations of melodic contour and pitch patterns.
 - d. Performing a rhyme or song with one rhythmic ostinato.
 - e. Performing beat versus rhythm.
 - f. Responding with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
 - g. Demonstrating persistence and cooperation in refining performance pieces.
- 1.M.P.4:** Watch and follow the conductor to start, stop, and stay together, and demonstrate appropriate performance behavior.



Strand: RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 1.M.R.1–3).

- 1.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns, and expressive elements.
- 1.M.R.2:** Describe feelings conveyed by a music selection, identify elements in a music selection that elicit feelings, show feelings conveyed by music through movement, and predict the use of a music selection.
- 1.M.R.3:** Identify which of two strongly contrasting selections of music is the favorite, and tell why by naming the element or feeling.

Strand: CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.M.CO.1–2).

- 1.M.CO.1:** Describe how music relates to personal experience, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.
- 1.M.CO.2:** Sing folk songs and singing games from other cultures, and share a favorite song learned at home or describe a musical family tradition.

Quavers' Beyond Incredible General Music UTAH CURRICULUM

Utah General Music Standards

Second Grade





Strand: CREATE

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (Standards 2.M.CR.1–3).

- 2.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using limited tone sets and simple meters.
- 2.M.CR.2:** Demonstrate and discuss personal reasons for selecting patterns and ideas to represent expressive intent, and organize personal musical ideas using iconic notation or recordings.
- 2.M.CR.3:** Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas, and convey expressive intent for a specific purpose in a final version of personal musical ideas.

Strand: PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (Standards 2.M.P.1–11).

- 2.M.P.1:** State personal interest in and purpose of various music selections to be performed.
- 2.M.P.2:** Discuss basic elements of music to be performed
- 2.M.P.3:** Explore the effects of various timbres, dynamic levels, and tempos using voice, movement, and simple instruments.
- 2.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, using a natural, unstrained voice.
- 2.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.
- 2.M.P.6:** Perform simple two-part rounds and rhythmic or melodic ostinatos.
- 2.M.P.7:** Perform and identify beat versus rhythm, patterns of strong and weak beats, and short, simple rhythm patterns.



- 2.M.P.8:** Respond with body percussion, voice or simple instruments to visual representations of rhythm patterns.
- 2.M.P.9:** Respond to dynamics symbols of piano and forte.
- 2.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- 2.M.P.11:** Perform music with a specific purpose, expression, and technical accuracy; watch and follow the conductor to perform dynamics and to start, stop, and stay together; and demonstrate appropriate performance behavior.

Strand: RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 2.M.R.1–3).

- 2.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, and melody.
- 2.M.R.2:** Describe imagery conveyed by a music selection, identify elements in a music selection that elicit feelings or inspire imagery, show feelings conveyed by music through movement or drawing, and predict the use of a music selection.
- 2.M.R.3:** Choose, individually or as a class, which piece is most interesting, and identify elements that elicit interest in music selections.

Strand: CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 2.M.CO.1–2).

- 2.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.
- 2.M.CO.2:** Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

Quavers' Beyond Incredible General Music UTAH CURRICULUM

Utah General Music Standards

Third Grade





Strand: CREATE

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (Standards 3.M.CR.1–3).

- 3.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using a specific tone set and simple meters.
- 3.M.CR.2:** Select and demonstrate musical ideas to express intent while connecting to purpose and context, and organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.
- 3.M.CR.3:** Evaluate and refine work, apply teacher-provided criteria and collaboratively developed guidelines and feedback, and present the final version of created music and describe connection to expressive intent.

Strand: PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (Standards 3.M.P.1–11).

- 3.M.P.1:** Explain how the selection of music to perform is influenced by personal interest, purpose, and context.
- 3.M.P.2:** Explore the effects of various dynamic levels, tempos, and articulations.
- 3.M.P.3:** With guidance, discuss and explore expressive elements in music to be performed.
- 3.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, with good vocal tone.
- 3.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.
- 3.M.P.6:** Perform two- and three-part pentatonic rounds, partner songs, and rhythmic or pentatonic ostinatos.
- 3.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.



- 3.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- 3.M.P.9:** Respond to musical terms and markings for tempo.
- 3.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- 3.M.P.11:** Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 3.M.R.1–8).

- 3.M.R.1:** Listen to and interact with a variety of contrasting music.
- 3.M.R.2:** Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.
- 3.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- 3.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- 3.M.R.5:** Identify and describe elements that make contrasting music selections different from each other.
- 3.M.R.6:** Explore/express feelings conveyed by a music selection through movement or drawing.
- 3.M.R.7:** Compare personal interpretation of a music selection with composer's intent.
- 3.M.R.8:** Choose, individually or as a class, which piece is most interesting, and identify elements which elicit interest in music selections.



Strand: CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 3.M.R.1–2).

- 3.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development; use life experience and additional content knowledge to inspire and respond to music and deepen understanding of another content area through music.
- 3.M.CO.2:** Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

Quavers' Beyond Incredible General Music UTAH CURRICULUM

Utah General Music Standards

Fourth Grade





Strand: CREATE

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (Standards 4.M.CR.1–6).

- 4.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas.
- 4.M.CR.2:** Explain the connection of musical ideas to specific purpose and context.
- 4.M.CR.3:** Generate musical ideas using specific tonalities, meters and simple chord changes.
- 4.M.CR.4:** Select and demonstrate musical ideas to express intent while connecting to purpose and context.
- 4.M.CR.5:** Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.
- 4.M.CR.6:** Evaluate and refine work; apply teacher-provided criteria and collaboratively developed guidelines and feedback; and present the final version of created music and describe connection to expressive intent.

Strand: PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (Standards 4.M.P.1–11).

- 4.M.P.1:** Explain how the selection of music to perform is influenced by personal interest, purpose, context and knowledge and skills.
- 4.M.P.2:** Explore the effects of various dynamic levels, tempos, and articulations.
- 4.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- 4.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, with good vocal tone and clear diction.
- 4.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.



- 4.M.P.6:** Perform two- and three-part pentatonic rounds, partner songs and rhythmic or pentatonic ostinatos.
- 4.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice and simple instruments.
- 4.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- 4.M.P.9:** Respond to musical terms and markings for tempo.
- 4.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- 4.M.P.11:** Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 4.M.R.1–8).

- 4.M.R.1:** Listen to and interact with a variety of contrasting music.
- 4.M.R.2:** Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.
- 4.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- 4.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- 4.M.R.5:** Identify and describe elements that make contrasting music selections different from each other.
- 4.M.R.6:** Explore/express feelings conveyed by a music selection through movement or drawing.
- 4.M.R.7:** Compare personal interpretation of a music selection with composer's intent.
- 4.M.R.8:** Describe elements and characteristics evident in a meaningful, enjoyable, well-performed piece of music, and apply teacher-provided criteria to evaluate musical works or performances.



Strand: CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 4.M.CO.1–3).

- 4.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- 4.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- 4.M.CO.3:** Experience and explore music which connects us to history, culture, heritage, and community, and identify connections between a music genre and cultural or historical contexts.

Quavers' Beyond Incredible General Music UTAH CURRICULUM

Utah General Music Standards

Fifth Grade





Strand: CREATE

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (Standards 5.M.CR.1–7).

- 5.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas.
- 5.M.CR.2:** Explain the connection to specific purpose and context.
- 5.M.CR.3:** Generate musical ideas using specific tonalities, meters and simple chord changes.
- 5.M.CR.4:** Select and demonstrate developed musical ideas for improvisations, arrangements, or compositions, and explain intent and connection to purpose and context.
- 5.M.CR.5:** Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic, melodic and harmonic ideas.
- 5.M.CR.6:** Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines.
- 5.M.CR.7:** Present the final version of created music and explain expressive intent.

Strand: PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (Standards 5.M.P.1–11).

- 5.M.P.1:** Explain how the selection of performance music is influenced by personal interest, purpose, context, knowledge, and skills.
- 5.M.P.2:** Explore and demonstrate possible interpretations of a piece by varying tempo, dynamics, timbre, articulations and/or phrasing.
- 5.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- 5.M.P.4:** Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.
- 5.M.P.5:** Respond to visual representations of melodic patterns using pentatonic and diatonic scales.



- 5.M.P.6:** Perform two- and three-part rounds, partner songs, descants, and layered ostinatos.
- 5.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.
- 5.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representations of rhythm patterns.
- 5.M.P.9:** Respond to musical terms and markings for tempo and dynamics.
- 5.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- 5.M.P.11:** Perform music with expression, technical accuracy, and appropriate interpretation; watch and respond to the conductor to perform dynamics, style and phrasing, and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 5.M.R.1–9).

- 5.M.R.1:** Listen to and interact with a variety of contrasting music.
- 5.M.R.2:** Listen for and identify form, meter, rhythm, timbre, mood, tempo, melody, texture, and harmony/tonality.
- 5.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- 5.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- 5.M.R.5:** Identify possible intent of a music selection, and the elements used to convey it.
- 5.M.R.6:** Explore/express feelings conveyed by a music selection through movement, drawing, or writing.
- 5.M.R.7:** Identify music elements that are characteristic of different genres of music.
- 5.M.R.8:** Describe, verbally or in writing, the reason for selecting certain music to listen to or perform, including reference to music elements, skills, purpose, cultural, or historical connections.
- 5.M.R.9:** Apply teacher-provided or collaboratively developed criteria to evaluate musical works or performances.



Strand: CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 5.M.CO.1–5).

- 5.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- 5.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creating, performance, and appreciation of music.
- 5.M.CO.3:** Deepen understanding of another content area through music.
- 5.M.CO.4:** Experience and explore music which connects us to history, culture, heritage, and community.
- 5.M.CO.5:** Identify connections between a music genre and cultural or historical contexts.

Quavers' Beyond Incredible General Music UTAH CURRICULUM

Utah General Music Standards

Sixth Grade





Strand: CREATE

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (Standards 6.M.CR.1–4).

- 6.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas, explain connections to specific purpose and context, and generate musical ideas using specific tonalities, meters, and simple chord changes.
- 6.M.CR.2:** Select and demonstrate developed musical ideas for arrangements and compositions within recognizable form, and explain intent and connection to purpose and context.
- 6.M.CR.3:** Use standard or iconic notation or recordings to document original rhythmic, melodic and harmonic ideas.
- 6.M.CR.4:** Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines; explain rationale for making revisions; and present the final version of created music and explain expressive intent.

Strand: PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (Standards 6.M.P.1–11).

- 6.M.P.1:** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
- 6.M.P.2:** Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.
- 6.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- 6.M.P.4:** Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.
- 6.M.P.5:** Respond to visual representations of melodic patterns using pentatonic, major, and minor scales.



- 6.M.P.6:** Perform two- and three-part rounds, partner songs, descants, layered ostinatos and parallel harmony.
- 6.M.P.7:** Perform and identify rhythm patterns in two-, three-, four-, and six-beat meters using body percussion, voice, and simple instruments.
- 6.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- 6.M.P.9:** Respond to musical terms and markings for tempo and dynamics.
- 6.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- 6.M.P.11:** Perform music with expression, technical accuracy, and appropriate interpretation; watch and respond to the conductor to perform dynamics, style, and phrasing, and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 6.M.R.1–10).

- 6.M.R.1:** Listen to and interact with a variety of contrasting music.
- 6.M.R.2:** Listen for and identify form, meter, rhythm, timbre, dynamics, tempo, melody, texture, and harmony/tonality.
- 6.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- 6.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- 6.M.R.5:** Identify possible intent of a music selection, and how the music elements are used to convey it.
- 6.M.R.6:** Explore/express feelings conveyed by a music selection through movement, drawing, or writing.
- 6.M.R.7:** Identify music elements that are characteristic of different genres of music.
- 6.M.R.8:** Identify and describe the music and structural elements that contribute to a quality work or performance.
- 6.M.R.9:** Identify and describe the technical and musical skills evident in a quality performance.
- 6.M.R.10:** Apply teacher-provided or collaboratively developed criteria to evaluate musical works or performances.



Strand: CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 6.M.CO.1–3).

- 6.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- 6.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- 6.M.CO.3:** Experience and explore music which connects us to history, culture, heritage, and community; identify connections between a music genre and cultural or historical contexts; and explore and explain how musical works are influenced by a composer's heritage and experiences.

