

PMEA Model Curriculum Framework
 Strand: General Music – Grades: 3, 4, 5

PA Big Ideas and National Standards Artistic Processes			
1. The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced 2. Artists use tools and resources as well as their own experiences and skills to create art 3. The arts provide a medium to understand and exchange ideas 4. Humans have expressed experiences and ideas through the arts throughout time and across cultures 5. There are formal and informal processes used to assess the quality of works in the arts 6. People use both aesthetic and critical processes to assess the quality of works in the arts		1. Creating, Performing, Responding, and Connecting 2. Creating, Connecting 3. Creating, Performing, Responding, Connecting 4. Creating, Performing, Connecting 5. Performing, Responding, Connecting 6. Performing, Responding, Connecting	
National Standards/Artistic Processes/Enduring Understandings			
Creating	Performing	Responding	Connecting
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance, influence the selection of repertoire	Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes	Musicians' connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding
Musicians' creative choices are influenced by their own experiences and skills to create art	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances	Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding
Musicians' evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria	Performers' make interpretive decisions based on their understanding of context and expressive intent	Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent	
Musicians' presentation of creative work is the culmination of a process of creation and communication	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria	The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria	
	Musicians' judge performance based on criteria that vary across time, place, and cultures		

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Grades 3-4-5

By the end of the fifth grade, students will, at the appropriate developmental level demonstrate the following competencies and answer these essential questions.

	PA Competencies	PA Essential Questions	PA Standards	Lesson	Assessment
3-1	Perform and create music, focusing on the process of creating, recreating, rehearsing, reflecting, and revising.	How do musicians improve their skills?	9.1.3.A 9.1.3.B 9.1.3.G		
3-2	Identify different types of performing groups by sight and sound.	Who can create music?	9.1.3.C 9.1.3.F		
3-3	Read and notate more complex rhythms and melodies.	How can music notation allow people to share ideas?	9.1.3.B 9.1.3.K		
3-4	Compare and contrast the characteristics of musical traditions from different cultures.	How are musical traditions a part of culture?	9.2.3.C 9.2.3.E 9.2.3.F 9.2.3.G 9.2.3.K		
3-5	Identify characteristics of different types of artistic criticism: contextual, formal, and intuitive.	How do people determine the quality of musical works?	9.3.3.A 9.3.3.B 9.3.3.E		
3-6	Articulate personal opinions of musical works and respond to the opinions of others using appropriate vocabulary.	How do people talk about music when they have different opinions?	9.4.3.B		

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4-1	Document the rehearsal process and explain how it affects performance.	How does rehearsal affect a musician's skills?	9.1.5.B 9.1.5.C 9.1.5.G		
4-2	Experiment with different instrument/voice groupings and explain how those choices affect the music.	How does music sound when it is performed by a different group?	9.1.5.A 9.1.5.D 9.1.5.H 9.1.5.J 9.1.5.K		
4-3	Perform and describe music that tells a story.	How can music tell a story	9.2.5.C 9.2.5.L		
4-4	Categorize musical works based on elements that are common to the works' historical and cultural context.	Why does music from one culture or time period often exhibit similar characteristics?	9.2.5.C 9.2.5.L		
4-5	Read, discuss and respond to different examples of artistic criticism.	How do people use different models of artistic criticism to determine the quality of musical works?	9.3.3.A 9.3.3.E 9.3.3.G 9.3.5.A 9.3.5.E 9.3.5.F 9.3.5.G		
4-6	Experience music written to communicate different themes and ideas and explain how these themes and ideas affect and audience's perception of the works.	How can composers use themes and ideas to affect the way audiences experience their work?	9.4.5.C 9.4.5.D		

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5-1	Create a personalized rehearsal schedule and predict how each element of the schedule will affect their skills.	How do musicians use rehearsal to improve their skills?	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G		
5-2	Create a musical work that tells a story about personal experiences.	Why do people create music based on their personal experiences?	9.1.5.B 9.1.5.C 9.1.5.E		
5-3	Describe themes and ideas through listening and performances of a variety of musical styles, e.g. program music, theatrical music.	How can music communicate themes and ideas?	9.1.5.E 9.1.5.F 9.4.5.A		
5-4	Analyze the role of music in their own culture, including musical works created by Pennsylvania artists.	What role does music play in culture?	9.1.5.I 9.2.5.D 9.2.5.H 9.2.5.J		
5-5	Critiques their own performances using the different types of artistic criticism.	Why must people be able to talk about music and have clear opinions to judge the quality of musical works?	9.3.5.B 9.3.5.E 9.3.5.G		
5-6	Experience music in different settings and explain how the setting of a musical performance affects an audience’s response to the work.	How can the setting of a musical work affect the way audiences respond to the work?	9.3.5.D 9.4.5.C		

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Artistic Process	2014 National Core Arts Anchor Standards	Music Process Components	2014 National Core Music Standards			PA Standards	1994 National Standards
Creating: Conceiving and developing new artistic ideas and work	#1 Generate and conceptualize artistic ideas and work	Imagine	3	4	5		
			MU:Cr1.1.3a	MU:Cr1.1.4a	MU:Cr1.1.5a	9.1.3.A	1
			MU:Cr1.1.3b	MU:Cr1.1.4b	MU:Cr1.1.5b	9.1.3.B	2
						9.1.5.A	3
				9.1.5.B	4		
	#2 Organize and develop artistic ideas and work	Plan and Make	MU:Cr2.1.3a	MU:Cr2.1.4a	MU:Cr2.1.5a	9.1.3.A	5
			MU:Cr2.1.3b	MU:Cr2.1.4b	MU:Cr2.1.5b	9.1.3.B	
						9.1.3.J	
						9.1.5.A	
				9.1.5.B			
			9.1.5.J				
#3 Refine and complete artistic work	Evaluate and Refine	MU:Cr3.1.3a	MU:Cr3.1.4a	MU:Cr3.1.5a	9.3.3.A		
					9.3.5.A		
	Present	MU:Cr3.2.3a	MU:Cr3.2.4a	MU:Cr3.2.5a	9.1.3.B		
					9.1.5.B		
					9.2.3.A		

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						9.2.5.A	
Performing: Realizing artistic ideas and work through interpretation and presentation	#4 Analyze, interpret, and select artistic work for presentation	Select	MU:Pr4.1.3a	MU:Pr4.1.4a	MU:Pr4.1.5a		1
		Analyze	MU:Pr4.2.3a	MU:Pr4.2.4a	MU:Pr4.2.5a	9.1.3.B	2
			MU:Pr4.2.3b	MU:Pr4.2.4b	MU:Pr4.2.5b	9.1.3.C	3
	Mu:Pr4.2.3c		MU:Pr4.2.3c	MU:Pr4.2.5c	9.1.5.B	5	
					9.1.5.C	6	
						9.2.3.B	
					9.2.5.B		
Performing: Realizing artistic ideas and work through interpretation and presentation	#4 Analyze, interpret, and select artistic work for presentation	Interpret	MU:Pr4.3.3a	MU:Pr4.3.4a	MU:Pr4.3.5a	9.1.3.B	
						9.1.3.C	
						9.1.3.D	
				9.1.5.B			
				9.1.5.C			
				9.1.5.D			
Performing: Realizing artistic ideas and work through interpretation and presentation	#5 Develop and refine artistic work for presentation	Rehearse, Evaluate, and Refine	MU:Pr5.1.3a	MU:Pr5.1.4a	MU:Pr5.1.5a	9.1.3.B	
			MU:Pr5.1.3b	MU:Pr5.1.4b	MU:Pr5.1.5b	9.1.3.G	
						9.3.3.A	
						9.1.5.B	
						9.1.5.G	

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						9.3.5.A 9.3.5.F	
	#6 Convey meaning through the presentation of artistic work	Present	MU:Pr6.1.3a MU:Pr6.1.3b	MU:Pr6.1.4a MU:Pr6.1.4b	MU:Pr6.1.5a MU:Pr6.1.5b	9.1.3.B 9.1.5.B	
Responding: Understanding and evaluation how the arts convey meaning	#7 Perceive and analyze artistic work	Select	MU:Re7.1.3a	MU:Re7.1.4a	MU:Re7.1.5a	9.2.3.A 9.2.3.E 9.2.5.A 9.2.5.E	6 7
		Analyze	MU:Re7.2.3a	MU:Re7.2.4a	MU:Re7.2.5a	9.3.3.B 9.3.5.F	
	#8 Interpret intent and meaning in artistic work	Interpret	MU:Re8.1.3a	MU:Re8.1.4a	MU:Re8.1.5a	9.3.3.A 9.3.3.B 9.3.5.A 9.3.5.B	

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	#9 Apply criteria to evaluate artistic work	Evaluate	MU:Re9.1.3a	MU:Re9.1.4a	MU:Re9.1.5a	9.2.3.A 9.3.3.A 9.3.3.D 9.2.5.A 9.3.5.A 9.3.5.D	
Connecting: Relating artistic ideas and work with personal meaning and context	#10 Synthesize and relate knowledge and personal experiences to make art		MU:Cn10.0.3a	MU:Cn10.04a	MU:Cn10.05a	9.1.3.E 9.1.5.E	3 4 5
	#11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding		MU:Cn11.0.3a	MU:Cn11.04.a	MU:Cn11.05a	9.2.3.A 9.2.3.B 9.2.3.C 9.2.3.D 9.2.3.J 9.2.5.A 9.2.5.B 9.2.5.C 9.2.5.D 9.2.5.J	6 8 9