

PMEA Model Curriculum Framework  
 Strand: General Music – Grades K,1,2

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 K-1-2

By the end of the second 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 Plan	Assessment
K-1	Distinguish between sound and silence in simple melodies and rhythms	What is music?	9.1.3.A 9.1.3.C		
K-2	Perform simple melodies and rhythms using voices and classroom instruments	What do people use to perform music?	9.1.3.B 9.1.3.E 9.1.3.H 9.1.3.J		
K-3	Read iconic notation representing sound and silence	How can pictures show sound and silence?	9.1.3.B 9.1.3.C 9.1.3.E		
K-4	Identify, perform and move to music that celebrates events	How is music used to celebrate events in people's lives?	9.1.3.I 9.2.3.A 9.2.3.K		
K-5	Recognize that people make judgments about the quality of musical works	How do people decide if a musical work is good?	9.3.3.A 9.4.3.B		
K-6	Make statements about their preferences for different types of music	How do people think about music?	9.4.3.B		

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1-1	Distinguish between sound and silence in more complex melodies and rhythms	How is music arranged?	9.1.3.A 9.1.3.C		
1-2	Improvise simple melodies and rhythms using voices and classroom instruments	What do people use to improvise music?	9.1.3.B 9.1.3.D 9.1.3.E 9.1.3.H 9.1.3.J		
1-3	Read musical notation representing short/long and high/low sounds	How can musical notation show sounds that are short, long, high or low?	9.1.3.B 9.1.3.K		
1-4	Identify, perform and move to music that is used to pass on traditions	How is music used to pass on traditions?	9.1.3.I 9.2.3.A 9.2.3.K		
1-5	Identify the criteria that describe the quality of musical works and/or performances	How do people decide if a musical work is good?	9.3.3.B 9.3.3.C 9.3.3.F		
1-6	Articulate their preferences for different types of music and distinguish between their preferences for musical works and the preferences of others	Why do different people have different opinions about music?	9.4.3.B		

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2-1	Move to and perform melodies in various forms	How are patterns arranged to make music?	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.F 9.1.3.H		
2-2	Perform and improvise melodies and rhythms using voices, instruments and found objects	How can people use found objects to make music?	9.1.3.D 9.1.3.H 9.1.3.J		
2-3	Notate simple rhythms and melodies	How can music notation be used to share rhythms and melodies?	9.1.3.B 9.1.3.K		
2-4	Identify musical traditions in American culture	How are musical traditions a part of American culture?	9.1.3.I 9.2.3.D 9.2.3.G 9.2.3.K		
2-5	Use a basic vocabulary of artistic criticism to discuss the quality of musical works	How do people talk about the quality of musical works?	9.3.3.A 9.3.3.B 9.3.3.D 9.3.3.F		
2-6	Articulate personal opinions of musical works using appropriate vocabulary	How do people talk about music?	9.3.3.G 9.4.3.B		

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Artistic Process	National Core Arts Anchor Standards	Music Process Components	2014 National Core Music Standards			PA Standards	1994 National Standards
			K	1	2		
Creating: Conceiving and developing new artistic ideas and work	#1 Generate and conceptualize artistic ideas and work	Imagine	MU:Cr.1.Ka	MU:Cr1.1a	MU:Cr1.1..2a	9.1.3.A	1
			MU:Cr1..Kb	MU:Cr1.1b	MU:Cr1.1.2b	9.1.3.B	2
					MU:Cr3.1.2a	9.1.3.C	3
					MU:Cr3.2.2a	9.1.3.F	4
	#2 Organize and develop artistic ideas and work	Plan and Make	MU:Cr2.1.Ka	MU:Cr2.1.1a	MU: Cr2.1.2a	9.1.3.H	5
			MU:Cr2.1.Kb	MU:Cr2.1.1b	MU:Cr2.1.2b		
#3 Refine and complete artistic work	Evaluate and Refine	MU:Cr3.1.Ka	MU:Cr3.1.1a	MU:Cr2.1.2a			
		Present	MU:Cr3.2.Ka	MU:Cr3.2.1a	MU:Cr3.1.2a		
Performing: Realizing artistic ideas and work through interpretation and presentation	#4 Analyze, interpret, and select artistic work for presentation	Select Analyze	MU:Pr4.1.Ka	MU:Pr4.1.1a	MU:Pr4.1.2a	9.1.3.B	1
			MU:Pr4.2.Ka	MU:Pr4.2.1a	MU:Pr4.2.2a	9.1.3.C	2
			MU:Pr4.2.1b	MU:Pr4.2.2b	9.1.3.E	3	
		Interpret	MU:Pr4.3.Ka	MU:Pr4.3.1a	MU:Pr4.3.2a	9.1.3.F	5
				9.1.3.H	6		

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	#5 Develop and refine artistic work for presentation	Rehearse, Evaluate, and Refine	MU:Pr5.1.Ka MU:Pr5.1.Kb	MU:Pr5.1.1a MU:Pr5.1.1b	MU:Pr5.1.2a MU:Pr5.1.2b		
	#6 Convey meaning through the presentation of artistic work	Present	MU:Pr6.1.Ka MU:Pr6.1.Kb	MU:Pr6.1.1a MU:Pr6.1.1b	MU:Pr6.1.2a MU:Pr6.1.2b		
Responding: Understanding and evaluating how the arts convey meaning	#7 Perceive and analyze artistic work	Select	MU:Re7.1.Ka	MU:Re7.1.1a	MU:Re7.1.1.2a	9.3.3.A	6
		Analyze	MU:Re7.2.Ka	MU:Re7.2.1a	MU:Re7.2.2a	9.3.3.B 9.3.3.C 9.3.3.D	7
	#8 Interpret intent and meaning in artistic work	Interpret	MU:Re8.1.Ka	MU:Re8.1.1a	MU:Re8.1.2a	9.3.3.F 9.3.3.G	
		#9 Apply criteria to evaluate artistic work	Evaluate	MU: Re9.1.Ka	MU:Re9.1.1a	MU:Re9.1.2a	9.4.3.B
Connecting: Relating artistic ideas and work with personal meaning and external context	#10 Synthesize and relate knowledge and experiences to make art		MU:Cn10.0.Ka	MU:Cn10.0.1a	MU:Cn10.0.2a	9.1.3.B 9.1.3.D	3 4
		#11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		MU:Cn11.0.Ka	MU:Cn.11.0.1a	MU:Cn.11.02a	9.1.3.E 9.1.3.H 9.1.3.J