

# Montana Model Curriculum Guide for the Arts

# MUSIC

2016



## Contents

Introduction .....	3
The Four Artistic Processes in the Montana Standards for Arts.....	4
Artistic Processes and Anchor Standards: K-12 View .....	5
Music - Creating.....	5
Music - Performing .....	7
Music - Responding.....	11
Music - Connecting .....	14
Artistic Processes and Anchor Standards: Grade by Grade View .....	16
Music – Kindergarten.....	16
Music – First Grade .....	17
Music – Second Grade .....	18
Music – Third Grade.....	19
Music – Fourth Grade .....	20
Music – Fifth Grade.....	21
Music – Sixth - Eighth Grades .....	22
Music – Ninth - Twelfth Grades .....	23
Glossary .....	24
Montana Program Standards .....	28
Works Cited.....	30

## Introduction

This model curriculum guide outlines the Montana Arts Content Standards. These standards were adopted by the Montana Board of Public Education in July of 2016, with an effective date of July 1, 2017.

The Montana Arts Content Standards embrace the idea of **Artistic Literacy** – the ability of students to create art, perform and present art, respond or critique art, and connect art to their lives and the world around them. The arts are essential to a world-class education. Studying the arts helps to develop critical habits of mind—creativity, collaboration, communication and critical thinking that lead to college, career and civic readiness. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and The Conference Board.

The revised Montana Standards for Arts in the ARM borrow their structure from the [2014 Voluntary National Core Arts Standards](#). They contain substantive changes from the 2000 Montana Standards for Arts.

### Highlights of the changes

- The standards move from general content standards across all artistic disciplines to five distinct artistic disciplines: visual arts, media arts, dance, theatre and music.
- The music standards reflect that music education in Montana encompasses different kinds of musical learning in elementary, middle, and high school.
- The five artistic disciplines now include media arts standards in order to support artistic literacy in the areas of film, animation, and digital art making. The media arts standards are designed to supplement any existing Career and Technical Education industry standards in the digital communications area.
- The standards are organized by grade level for grades K-5 and by grade band for grades 6-8 and 9-12.
- The standards integrate Montana’s Indian Education for All, acknowledging the contribution of native tribes to Montana’s rich artistic and cultural life.

This model curriculum guide provides resources and guidance to educators as they align their arts curriculum to these standards. [Click here](#) to access a document that provides guiding principles for the arts. Essential questions and enduring understandings will also provide guidance for overall curriculum design and instructional practices. [Click here](#) to access a document that reviews the connections between the arts standards and the common core standards.

The Four Artistic Processes in the Montana Standards for Arts

<b>Creating</b> Conceiving and developing new artistic ideas and work	<b>Performing/Presenting/Producing</b> Realizing artistic ideas and work through interpretation and presentation	<b>Responding</b> Understanding and evaluating how the arts convey meaning	<b>Connecting</b> Relating artistic ideas and work with personal meaning and external context
Anchor Standard #1. Generate and conceptualize artistic ideas and work	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation	Anchor Standard #7. Perceive and analyze artistic work	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art
Anchor Standard #2. Organize and develop artistic ideas and work	Anchor Standard #5. Develop and refine artistic work for presentation	Anchor Standard #8. Construct meaningful interpretations of artistic work	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians
Anchor Standard #3. Refine and complete artistic work	Anchor Standard #6. Convey meaning through the presentation of artistic work	Anchor Standard #9. Apply criteria to evaluate artistic work	

Note: *Performing* is the term preferred for Music, Theatre and Dance. *Presenting* is preferred for Visual Arts. *Producing* is preferred for Media Arts.

Artistic Processes and Anchor Standards: K-12 View

Music - Creating									
Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work									
Enduring Understanding: : The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
explore and experience musical concepts	create musical ideas for a purpose	explore rhythmic musical ideas for a purpose	identify the connection between rhythmic and melodic ideas	explain the connection between rhythmic, melodic, and harmonic ideas	improvise rhythmic, melodic, and harmonic ideas for a specific purpose	generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments	analyze rhythmic, melodic, and harmonic phrases and harmonic accompaniments for expressive intent	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
Essential Questions to consider as you align your curriculum to these standards: How do musicians generate creative ideas?									

Music - Creating									
<b>Anchor Standard #2: Organize and develop artistic ideas and work.</b>									
<b>Enduring Understandings:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
demonstrate a musical idea	identify expressive intent of musical ideas	discuss the expressive intent of patterns and ideas for music	identify expressive intent of selected musical ideas	organize musical ideas for an express purpose	develop musical ideas for an express purpose	select musical ideas for arrangements, songs, and compositions	assemble and organize sounds or short musical ideas for express purposes	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How do musicians make creative decisions?									

Music - Performing

**Anchor Standard #3: Refine and complete artistic work.**

**Enduring Understandings:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify changes in musical ideas	discuss changes in musical ideas	interpret changes in musical ideas	explain revisions to musical ideas	identify revisions for personal musical ideas	describe revisions to personal musical ideas	evaluate personal musical ideas	analyze and revise the technical and expressive aspects of personal musical ideas	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>

**Essential Questions to consider as you align your curriculum to these standards:** How do musicians improve the quality of their creative work?

Music - Performing									
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b>									
<b>Enduring Understandings:</b> 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.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify expressive qualities in musical selections	describe the purpose of a variety of musical selections	identify expressive qualities and the purpose of musical selections	discuss how intent is conveyed through expressive qualities	identify the structure and elements in music selected for performance	compare the structure and elements of music in works selected for performance	evaluate the structure of contrasting pieces of music selected for performance	analyze how the elements of a musical performance relate to style and mood	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How do performers select repertoire?									



Music - Performing									
<b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b>									
<b>Enduring Understandings:</b> 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.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
rehearse to improve performances	rehearse to revise musical performances	evaluate the expressiveness of musical performances	evaluate the effectiveness of musical performances	evaluate accuracy and expressiveness of musical performances	evaluate the accuracy, effectiveness, and expressiveness of musical performances	rehearse and determine when music is ready to perform	analyze ways a performance conveys the elements of music, style, and mood	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How do musicians improve the quality of their performance?									

Music - Performing									
<b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b>									
<b>Enduring Understandings:</b> Musicians judge performance based on criteria that vary across time, place, and cultures.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
perform music with expression	perform music for a purpose	perform music with expression and technical accuracy	perform music for a purpose with expression and technical accuracy	perform music with expression, technical accuracy, and interpretation	perform music with expression, technical accuracy, and interpretation that conveys the composer's intent	perform music with technical accuracy, expression, and culturally respectful practices to convey the composer's intent	analyze musical performances to explain how the elements of music are used to convey intent	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?									

Music - Responding

**Anchor Standard #7: Perceive and analyze artistic work.**

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
discuss preferences in musical selections	identify influences in making musical selections	explain responses to musical selections	evaluate responses to musical selections	explain connections to responses, musical structure, and elements	cite evidence that connects musical selections to specific experiences	compare connections between musical selections for a specific purpose	analyze elements of music in selected works for specific responses	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>

**Essential Questions to consider as you align your curriculum to these standards:** How do individuals choose music to experience?

Music - Responding									
<b>Anchor Standard #8: Construct meaningful interpretations of artistic work.</b>									
<b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
discuss expressive qualities of music	identify expressive qualities of music	explain how expressive qualities support intent in music	describe how expressive qualities determine intent in music	explain how expressive qualities help performers interpret music	describe how performers interpret expressive intent in music	compare how composers and performers interpret expressive qualities of music to create performances	analyze composers' and performers' expressive intent in interpretations of music	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How do we discern the musical creators' and performers' expressive intent?									

Music - Responding									
<b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b>									
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify preferences in evaluating music	describe preferences while evaluating music	discuss personal preferences in evaluating musical selections	identify criteria to evaluate musical performances	use established criteria to evaluate musical works and performances	use established criteria to evaluate the quality of musical works and performances	develop criteria to evaluate musical works and performances	develop criteria to analyze the technical and expressive qualities of music and performances	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How do we judge the quality of musical work(s) and performance(s)?									

Music - Connecting									
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to create art.									
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify emotions when experiencing music	describe emotions when experiencing music	discuss emotions when experiencing music	explain emotions experienced when creating, performing, and responding to music	convey personal emotions using elements of music	demonstrate how a musical experience forms an emotional, physical, and cultural connection	evaluate how personal connections inform creation, performance, and response to music	analyze how interests, knowledge, and skills relate to intent when creating, performing, and responding to music	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
Essential Questions to consider as you align your curriculum to these standards: How do musicians make meaningful connections to creating, performing, and responding?									

Music - Connecting									
Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.									
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify connections between music, arts, and daily life in a variety of contexts	describe connections between music, arts, and daily life in a variety of contexts	describe musical expressions in terms of patterns and connections to daily life	discuss patterns and connections between music, arts, and daily life	demonstrate understanding of the connection between music and its historical and cultural context	compare connections between music and historical and cultural context	evaluate connections between music and historical and cultural context	analyze relationships between music, arts, society, and cultures	<a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?									

Artistic Processes and Anchor Standards: Grade by Grade View

Music – Kindergarten		
<p><b>CREATING</b></p> <p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> explore and experience musical concepts</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> demonstrate a musical idea</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> identify changes in musical ideas</p>	<p><b>Discipline-Specific Vocabulary</b></p> <p><a href="#">National Core Arts Standards Glossary</a></p> <p><a href="#">Music Glossary</a></p>	<p><b>Resources</b></p> <p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards</a></p> <p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p> <p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
<p><b>PERFORMING</b></p> <p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> identify expressive qualities in musical selections</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> rehearse to improve performances</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> perform music with expression</p>		
<p><b>RESPONDING</b></p> <p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> discuss preferences in musical selections</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> discuss expressive qualities of music</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> identify preferences in evaluating music</p>		
<p><b>CONNECTING</b></p> <p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> identify emotions when experiencing music</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> identify connections between music, arts, and daily life in a variety of contexts</p>		



Music – Kindergarten		
Music – First Grade		
<p><b>CREATING</b></p> <p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> create musical ideas for a purpose</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> identify expressive intent of musical ideas</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> discuss changes in musical ideas</p>	<p><b>Discipline-Specific Vocabulary</b></p> <p><a href="#">National Core Arts Standards Glossary</a></p> <p><a href="#">Music Glossary</a></p>	<p><b>Resources</b></p> <p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards</a></p> <p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p> <p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
<p><b>PERFORMING</b></p> <p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> describe the purpose of a variety of musical selections</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> rehearse to revise musical performances</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> perform music for a purpose</p>		
<p><b>RESPONDING</b></p> <p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> identify influences in making musical selections</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> identify expressive qualities of music</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> describe preferences while evaluating music</p>		
<p><b>CONNECTING</b></p> <p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> describe emotions when experiencing music</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> describe connections between music, arts, and daily life in a variety of contexts</p>		

Music – Second Grade		
<b>CREATING</b>	<p><b>Discipline-Specific Vocabulary</b></p> <p><a href="#">National Core Arts Standards Glossary</a></p> <p><a href="#">Music Glossary</a></p>	<p><b>Resources</b></p> <p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards</a></p> <p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p> <p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
<p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> explore rhythmic musical ideas for a purpose</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> discuss the expressive intent of patterns and ideas for music</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> interpret changes in musical ideas</p>		
<b>PERFORMING</b>		
<p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> identify expressive qualities and the purpose of musical selections</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> evaluate the expressiveness of musical performances</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> perform music with expression and technical accuracy</p>		
<b>RESPONDING</b>		
<p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> explain responses to musical selections</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> explain how expressive qualities support intent in music</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> discuss personal preferences in evaluating musical selections</p>		
<b>CONNECTING</b>		
<p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> discuss emotions when experiencing music</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> describe musical expressions in terms of patterns and connections to daily life</p>		

Music – Third Grade		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">National Core Arts Standards Glossary</a>  <a href="#">Music Glossary</a>	<b>Resources</b>  <a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> identify the connection between rhythmic and melodic ideas		
<b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> identify expressive intent of selected musical ideas		
<b>Anchor Standard #3: Refine and complete artistic work.</b> explain revisions to musical ideas		
<b>PERFORMING</b>		
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> discuss how intent is conveyed through expressive qualities		
<b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> evaluate the effectiveness of musical performances		
<b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> perform music for a purpose with expression and technical accuracy		
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> evaluate responses to musical selections		
<b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> describe how expressive qualities determine intent in music		
<b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> identify criteria to evaluate musical performances		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> explain emotions experienced when creating, performing, and responding to music		
<b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> discuss patterns and connections between music, arts, and daily life		

Music – Fourth Grade		
<b>CREATING</b>	<p><b>Discipline-Specific Vocabulary</b></p> <p><a href="#">National Core Arts Standards Glossary</a></p> <p><a href="#">Music Glossary</a></p>	<p><b>Resources</b></p> <p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards</a></p> <p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p> <p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
<p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> explain the connection between rhythmic, melodic, and harmonic ideas</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> organize musical ideas for an express purpose</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> identify revisions for personal musical ideas</p>		
<b>PERFORMING</b>		
<p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> identify the structure and elements in music selected for performance</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> evaluate accuracy and expressiveness of musical performances</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> perform music with expression, technical accuracy, and interpretation</p>		
<b>RESPONDING</b>		
<p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> explain connections to responses, musical structure, and elements</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> explain how expressive qualities help performers interpret music</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> use established criteria to evaluate musical works and performances</p>		
<b>CONNECTING</b>		
<p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> convey personal emotions using elements of music</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> demonstrate understanding of the connection between music and its historical and cultural context</p>		

Music – Fifth Grade		
<b>CREATING</b>	<p><b>Discipline-Specific Vocabulary</b></p> <p><a href="#">National Core Arts Standards Glossary</a></p> <p><a href="#">Music Glossary</a></p>	<p><b>Resources</b></p> <p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards</a></p> <p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p> <p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
<p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> improvise rhythmic, melodic, and harmonic ideas for a specific purpose</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> develop musical ideas for an express purpose</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> describe revisions to personal musical ideas</p>		
<b>PERFORMING</b>		
<p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> compare the structure and elements of music in works selected for performance</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> evaluate the accuracy, effectiveness, and expressiveness of musical performances</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> perform music with expression, technical accuracy, and interpretation that conveys the composer's intent</p>		
<b>RESPONDING</b>		
<p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> cite evidence that connects musical selections to specific experiences</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> describe how performers interpret expressive intent in music</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> use established criteria to evaluate the quality of musical works and performances</p>		
<b>CONNECTING</b>		
<p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> demonstrate how a musical experience forms an emotional, physical, and cultural connection</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> compare connections between music and historical and cultural context</p>		

Music – Sixth - Eighth Grades		
<b>CREATING</b>	<p><b>Discipline-Specific Vocabulary</b></p> <p><a href="#">National Core Arts Standards Glossary</a></p> <p><a href="#">Music Glossary</a></p>	<p><b>Resources</b></p> <p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards</a></p> <p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p> <p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
<p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> select musical ideas for arrangements, songs, and compositions</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> evaluate personal musical ideas</p>		
<b>PERFORMING</b>		
<p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> evaluate the structure of contrasting pieces of music selected for performance</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> rehearse and determine when music is ready to perform</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> perform music with technical accuracy, expression, and culturally respectful practices to convey the composer's intent</p>		
<b>RESPONDING</b>		
<p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> compare connections between musical selections for a specific purpose</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> compare how composers and performers interpret expressive qualities of music to create performances</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> develop criteria to evaluate musical works and performances</p>		
<b>CONNECTING</b>		
<p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> evaluate how personal connections inform creation, performance, and response to music</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> evaluate connections between music and historical and cultural context</p>		

Music – Ninth - Twelfth Grades		
<b>CREATING</b>	<p><b>Discipline-Specific Vocabulary</b></p> <p><a href="#">National Core Arts Standards Glossary</a></p> <p><a href="#">Music Glossary</a></p>	<p><b>Resources</b></p> <p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards</a></p> <p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p> <p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
<p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> analyze rhythmic, melodic, and harmonic phrases and harmonic accompaniments for expressive intent</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> assemble and organize sounds or short musical ideas for express purposes</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> analyze and revise the technical and expressive aspects of personal musical ideas</p>		
<b>PERFORMING</b>		
<p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> analyze how the elements of a musical performance relate to style and mood</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> analyze ways a performance conveys the elements of music, style, and mood</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> analyze musical performances to explain how the elements of music are used to convey intent</p>		
<b>RESPONDING</b>		
<p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> analyze elements of music in selected works for specific responses</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> analyze composers' and performers' expressive intent in interpretations of music</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> develop criteria to analyze the technical and expressive qualities of music and performances</p>		
<b>CONNECTING</b>		
<p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> analyze how interests, knowledge, and skills relate to intent when creating, performing, and responding to music</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> analyze relationships between music, arts, society, and cultures</p>		

## Glossary

adapted from the National Core Art Standards: <http://www.nationalartsstandards.org/content/glossary>

**AB** - musical form consisting of two sections, A and B, which contrast with each other (binary form)

Source: NCAS Glossary of Terms (Music)

**ABA** - musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)

Source: NCAS Glossary of Terms (Music)

**accompaniment pattern** - a musical part that supports or partners a solo instrument, voice, or group; ranges from simple (drone or bordun) to complex (chord progression)

**arrangement** -Setting or adaptation of an existing musical composition

Source: NCAS Glossary of Terms (Music)

**audience etiquette** - social behavior observed by those attending musical performances and which can vary depending upon the type of music performed

Source: NCAS Glossary of Terms (Music)

**beat** - Underlying steady pulse present in most music

Source: NCAS Glossary of Terms (Music)

**cadence** -a melodic or harmonic configuration or sequence that creates a sense of resolution

**chord progression** -series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

Source: NCAS Glossary of Terms (Music)

**coda** - an expanded cadence or ending to a musical work

**composition** - Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording

Source: NCAS Glossary of Terms (Music)

**context** - environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

Context, cultural: values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Context, historical: conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience



Context, personal: unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Context, social: environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Source: NCAS Glossary of Terms (Music)

**culturally authentic performance** - presentation that reflects practices and interpretation representative of the style and traditions of a culture

Source: NCAS Glossary of Terms (Music)

**culture** -Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.

In Montana, culture may apply specifically to Native tribes including but not limited to Salish, Pend d'Oreille, Kootenai, Blackfeet, Chippewa, Plains Cree, Gros Ventre, Assiniboine, Sioux, Northern Cheyenne, Crow, or Little Shell Chippewa.

**cyclical structure** -musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements

Source: NCAS Glossary of Terms (Music)

**demonstrate** -Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

Source: NCAS Glossary of Terms (Music)

**duple meter** - Grouping of beats and divisions of beats in music in sets of twos

**elements of music** - Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

Source: NCAS Glossary of Terms (Music)

**emerging ensemble** - Group of individuals organized to perform artistic work, featuring instrumentation such as guitar, Native American, iPad, mariachi, steel drum or pan, Taiko drumming

**ensemble** - Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets;

emerging, such as guitar, Native American, iPad, mariachi, steel drum or pan, Taiko drumming

adapted from NCAS Glossary of Terms (Music)

**established criteria** -traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

Source: NCAS Glossary of Terms (Music)

**expanded form**- Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda

Source: NCAS Glossary of Terms (Music)

**explore** - discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

Source: NCAS Glossary of Terms (Music)

**expressive intent** - The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music

Source: NCAS Glossary of Terms (Music)

**expressive qualities** - qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity

Source: NCAS Glossary of Terms (Music)

**harmony** - Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

Source: NCAS Glossary of Terms (Music)

**introduction** - section which opens a musical work, generally preceding the A or theme section

**major**- tonality built around the major scale, in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

**melody** - Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

Source: NCAS Glossary of Terms (Music)

**meter** - Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter)

Source: NCAS Glossary of Terms (Music)

**minor** - tonality built around the minor scale, in which one characteristic feature is a half step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic

**musical idea** - Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Source: NCAS Glossary of Terms (Music)

**musical pattern** - see musical idea

**performance etiquette** - aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire

Source: NCAS Glossary of Terms (Music)

**phrase** - Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

Source: NCAS Glossary of Terms (Music)

**sound source** - a producer of sound, e.g. instrumental (traditional and non-traditional), personal (vocal and body percussion), environmental (found sounds), or electronic

**structure** - Totality of a musical work; overall organization and sequence of a musical work

**theme and variations** - Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

Source: NCAS Glossary of Terms (Music)

**tonality** - Tonic or key tone around which a piece of music is centered

Source: NCAS Glossary of Terms (Music)

**transition** - musical material which provides a bridge from one section to another in a musical work

**triple meter** - Grouping of beats and divisions of beats in music in sets

## Montana Program Standards

### 10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

### 10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;

(d) includes, at a minimum, the following program areas, required of all students yearly:

(i) English language arts;

(ii) mathematics;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(e) at a minimum maintains the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and

(iv) world languages.

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

(i) English language arts--1 unit;

(ii) social studies--1 unit;

(iii) mathematics--1 unit;

(iv) science--1 unit; and

(v) health enhancement--1/2 unit.

(c) All students must be allowed to elect from the following program area offerings:

(i) visual arts--1/2 unit;

(ii) music--1/2 unit;

(iii) career and technical education--1/2 unit; and

(iv) world languages and cultures--1/2 unit.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

#### 10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

- (a) 4 units of English language arts;
- (b) 3 units of mathematics;
- (c) 3 units of science;
- (d) 3 units of social studies;
- (e) 2 units of career and technical education;
- (f) 2 units of arts;
- (g) 1 unit of health enhancement;
- (h) 2 units of world languages; and
- (i) 2 units of electives.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

#### 10.55.1201 ARTS PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in arts shall:

(a) meet the following conditions:

- (i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation);
- (ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation), theater (e.g., drama, play production), and dance;
- (iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics; and
- (iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.

(b) include the following practices:

- (i) structure activities to allow students to develop techniques in the arts;
- (ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;
- (iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and
- (iv) provide real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs).

History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2001 MAR p. 953, Eff. 6/8/01.

See the [Administrative Rules of Montana, Chapter 55](#) for additional information about accreditation and program delivery standards.

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