MUSIC WORKSHOP
Educate. Inspire. Motivate.

## Standards Alignment for Grades 3rd- 5th

| | | Careers in Music: Part I | Careers in Music: Part II | Native American Traditional Music | Latin American Music: | Latin American Music: South America | Introduction to Piano | Introduction to Guitar | Introduction to Voice | Instruments of the World | Introduction to Percussion | Introduction to Strings | Introduction to Brass | Introduction to Woodwinds | Introduction to Pop | Introduction to Rhythm & Blues | Birth of Rock & Roll | Evolution of Rock & Roll | Introduction to Classical Music | Introduction to Jazz Music | Introduction to Country Music | Introduction to Musicals |
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| **Music Standards** | | | | | | | | | | | | | | | | | | | | | | |
| **Creating<br>Imagine, Plan and Make, Evaluate and Refine, Present** | | | | | | | | | | | | | | | | | | | | | | |
| **MU:Cr1.1.5a** | Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). | | | | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **Performing Select, Analyze, Interpret, Rehearse, Evaluate and Refine, Present** | | | | | | | | | | | | | | | | | | | | | | |
| **MU:Pr4.3.5a** | Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). | * | * | * | * | * | | | | | | | | | | | | | | | | |
| **MU:Pr4.2.5c** | Explain how context (such as social, cultural, and historical) informs performances. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **Responding<br>Select, Analyze, Interpret, Evaluate** | | | | | | | | | | | | | | | | | | | | | | |
| **MU:Re7.1.5a** | Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | * | * | | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **MU:Re7.2.2a** | Describe how specific music concepts are used to support a specific purpose in music. | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **MU:Re7.2.5a** | Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). | * | * | | | | | | | | | | | | | | | | | | | |
| **MU:Re9.1.2a** | Apply personal and expressive preferences in the evaluation of music for specific purposes. | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **Connecting** | | | | | | | | | | | | | | | | | | | | | | |
| **MU:Cn10.0.5.a** | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **Social Studies** | | | | | | | | | | | | | | | | | | | | | | |
| **Civics<br>Civic and Political Institutions, Participation and Deliberation: Applying Civic Virtues and Democratic Principles and Processes, Rules and Laws** | | | | | | | | | | | | | | | | | | | | | | |

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| **D2.Civ.6** | Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **Geography**<br>**Geographic Representations: Spatial Views of the World, Human-Environment Interaction: Place, Regions and Culture,Human Population: Spatial Patterns and Movements, and Global Interconnections: Changing Spatial Patterns** | | | | | | | | | | | | | | | | | | | | | | | |
| **D2.Geo.2.3-5.** | Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **D2.Geo.4.3-5.** | Explain how culture influences the way people modify and adapt to their environments. | | | * | * | * | | | | * | | | | | * | * | * | * | * | * | * | * | * |
| **Economics**<br>**Economic Decision Making, Exchanges and Markets, The National Economy, The Global Economy** | | | | | | | | | | | | | | | | | | | | | | | |
| **D2.eco.3.3-5.** | Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **D2.eco.4.3-5.** | Explain why individuals and businesses specialize and trade. | * | * | | | | * | * | * | * | * | * | * | * | | | | | | | | | |
| **History**<br>**Change, Continuity, and Context, Perspectives, Historical Sources and Evidence** | | | | | | | | | | | | | | | | | | | | | | | |
| **D2.His.2.3-5.** | Compare life in specific historical time periods to life today. | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **D2.His.3.3-5.** | Generate questions about individuals and groups who have shaped significant historical changes and continuities. | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **English Language Arts** | | | | | | | | | | | | | | | | | | | | | | | |
| **College and Career Readiness Anchor Standards for Reading**<br>**Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity** | | | | | | | | | | | | | | | | | | | | | | | |
| **CCSS.ELA-LITERACY.CCRA.R.1** | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **CCSS.ELA-LITERACY.CCRA.R.4** | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **CCSS.ELA-LITERACY.CCRA.R.7** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **College and Career Readiness Anchor Standards for Writing**<br>**Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing** | | | | | | | | | | | | | | | | | | | | | | | |
| **CCSS.ELA-LITERACY.CCRA.W.9** | Draw evidence from literary or informational texts to support analysis, reflection, and research | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **College and Career Readiness Anchor Standards for Speaking and Listening**<br>**Comprehension and Collaboration and Presentation of Knowledge and Ideas** | | | | | | | | | | | | | | | | | | | | | | | |
| **CCSS.ELA-LITERACY.CCRA.SL.1** | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

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| **CCSS.ELA-LITERACY.CCRA.SL.2** | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **College and Career Readiness Anchor Standards for Language<br>Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use** | | | | | | | | | | | | | | | | | | | | | | | |
| **CCSS.ELA-LITERACY.CCRA.L.6** | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |