



Careers in Music: Part I
Careers in Music: Part II
Native American Traditional Music
Latin American Music:
Latin American Music: South America
Traditional Music from Africa: North & East
Traditional Music from Africa: Southern, Central and West
Popular Music from Africa: North, East & Southern
Popular Music from Africa: Central & West
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

## Standards Alignment for Grades 3rd- 5th

### Music Standards

#### Creating 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).																				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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#### 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 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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### Social Studies

#### Civics

##### Civic and Political Institutions, Participation and Deliberation: Applying Civic Virtues and Democratic Principles and Processes, Rules and Laws

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.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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#### Geography

##### 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

