



K-5 General Music

Standards, Benchmarks, and Objectives (SBOs)

Approved June 2022

Philosophy Statement

Waukee Elementary Music Department students will explore music through diverse and collaborative experiences to foster growth of their own understanding and to express their creative ideas. Students will connect their musical experiences with their peer, school, local, and global communities.

Standards At-A-Glance

Standard 1	Creating
Standard 2	Presenting
Standard 3	Responding
Standard 4	Connecting

Primary Anchor Resources for Curriculum Development

[National Core Arts Standards: Music - General \(Iowa Department of Education revisions\)](#)

Term/Acronym	Definition / Application
SBO	Standards, Benchmarks, and Objectives
Standard	Content standard which identifies knowledge and skills students should acquire; remains constant K-12. These are referred to as "Core Standards" in the Nat'l Arts documentation.
Benchmark	Specifies the standards - provides more detail on the knowledge and skills students should acquire; may be common across grade bands. These are referred to as "Anchor Standards" in the Nat'l Arts documentation. Italicized benchmarks are Waukee additions to Nat'l Arts standards.
Objective	Articulates the specific knowledge or skills learners should be able to exhibit by the end of each grade level or course. Italicized objectives are Waukee additions to Nat'l Arts standards.
KUD	"Know, Understand, Do" - defines what all students must know, understand, and be able to do for each standard by the end of the course; can be used to design instruction, create differentiated learning opportunities, and develop assessments
S1.A1.K	WAUKEE Standard 1, Benchmark A, Kindergarten. The NCCA Arts Outcome referenced will be identified in parentheses following the objective statement.

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STANDARD 1	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard 1: Creating						
Benchmark A: Generate and conceptualize artistic ideas and work. (NCCA Anchor Standard 1)						
	S1.A1.K With guidance, explore and experience music concepts (such as beat and melodic contour) (MU:Cr1.1.Ka)	S1.A1.1 With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose (MU:Cr1.1.1a)	S1.A1.2 Improvise (for self and/or others) rhythmic and melodic patterns and musical ideas for a specific purpose (MU:Cr1.1.2a)	S1.A1.3 Improvise (for self and/or others) rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social) (MU:Cr1.1.3a)	S1.A1.4 Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural) (MU:Cr1.1.4a)	S1.A1.5 Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical) (MU:Cr1.1.5a)
	S1.A2.K With guidance, generate musical ideas (such as movements or motives) (MU:Cr1.1.Kb)	S1.A2.1 With guidance, generate musical ideas (such as movements or motives) in various meters and tonalities (MU:Cr1.1.1b)	S1.A2.2 Generate musical patterns and ideas within the context of a given tonality (such as major, minor, pentatonic, etc) and meter (such as duple and triple) (MU:Cr1.1.2b)	S1.A2.3 Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter (MU:Cr1.1.3b)	S1.A2.4 Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters (MU:Cr1.1.4b)	S1.A2.5 Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes (MU:Cr.1.5b)
Benchmark B: Organize and develop artistic ideas and work. (NCCA Anchor Standard 2)						
	S1.B1.K With guidance, demonstrate and choose favorite musical ideas (MU:Cr2.1.Ka)	S1.B1.1 With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent (MU:Cr2.1.1a)	S1.B1.2 Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent (MU:Cr2.1.2a)	S1.B1.3 Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context (MU:Cr2.1.3a)	S1.B1.4 Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context (MU:Cr2.1.4a)	S1.B1.5 Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context (MU:Cr2.1.5a)
			S1.B2.2 Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas (MU:Cr2.1.2b)	S1.B2.3 Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas (MU:Cr2.1.3b)	S1.B2.4 Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas (MU:Cr2.1.4b)	S1.B2.5 Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas (MU:Cr2.1.5b)
Benchmark C: Refine and complete artistic work. (NCCA Anchor Standard 3)						
	S1.C1.K With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas (MU:Cr3.1.Ka)	S1.C1.1 With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas (MU:Cr3.1.1a)	S1.C1.2 Interpret and apply personal, peer, and teacher feedback to revise personal music (MU:Cr3.1.2a)	S1.C1.3 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback (MU:Cr3.1.3a)	S1.C1.4 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time (MU:Cr3.1.4a)	S1.C1.5 Evaluate, refine and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes (MU:Cr3.1.5a)
	S1.C2.K With guidance, demonstrate a final version of personal musical ideas to peers (MU:Cr3.2.Ka)	S1.C2.1 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience (MU:Cr3.2.1a)	S1.C2.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience (MU:Cr3.2.2a)	S1.C2.3 Present the final version of personal created music to others, and describe connection to expressive intent (MU:Cr3.2.3a)	S1.C2.4 Present the final version of personal created music to others, and explain connection to expressive intent (MU:Cr3.2.4a)	S1.C2.5 Present the final version of a personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent (MU:Cr3.2.5a)

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STANDARD 2	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard 2: Performing						
Benchmark A: Select, analyze, and interpret artistic work for presentation. (NCCA Anchor Standard 4)						
	S2:A1.K With guidance, demonstrate and state personal interest in varied musical selections (MU:Pr4.1.Ka)	S2:A1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections (MU:Pr4.1.1a)	S2:A1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections (MU:Pr4.1.2a)	S2:A1.3 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context (MU:Pr4.1.3a)	S2:A1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill (MU:Pr4.1.4a)	S2:A1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill (MU:Pr4.1.5a)
	S2:A2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance (MU:Pr4.2.Ka)	S2:A2.1 With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance (MU:Pr4.2.1a)	S2:A2.2 Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance (MU:Pr4.2.2a)	S2:A2.3 Demonstrate understanding of the structure in music selected for performance (MU:Pr4.2.3a)	S2:A2.4 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance (MU:Pr4.2.4a)	S2:A2.5 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance (MU:Pr4.2.5a)
		S2:A3.1 Perform rhythmic and melodic patterns (MU:Pr4.2.1b)	S2:A3.2 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.2b)	S2:A3.3 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.3b)	S2:A3.4 Read and perform rhythmic and pitch using iconic and/or standard notation (MU:Pr4.2.4b)	S2:A3.5 Read and perform rhythmic and pitch using standard notation (MU:Pr4.2.5b)
				S2:A4.3 Describe how context (such as personal and social) can inform a performance (MU:Pr4.2.3c)	S2:A4.4 Explain how context (such as social and cultural) informs a performance (MU:Pr4.2.4c)	S2:A4.5 Explain how context (such as social, cultural, historical) informs performances (MU:Pr4.2.5c)
	S2:A5.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent (MU:Pr4.3.Ka)	S2:A5.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo) (MU:Pr4.3.1a)	S2:A5.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent (MU:Pr4.3.2a)	S2:A5.3 Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo) (MU:Pr4.3.3a)	S2:A5.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre) (MU:Pr4.3.4a)	S2:A5.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style) (MU:Pr4.3.5a)
Benchmark B: Develop and refine artistic techniques and work for performances. (NCCA Anchor Standard 5)						
	S2:B1.K With guidance, apply personal, teacher, and peer feedback to refine music making (MU:Pr5.1.Ka)	S2:B1.1 With limited guidance, apply personal, teacher, and peer feedback to refine music making (MU:Pr5.1.1a)	S2:B1.2 Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances (formal or informal) (MU:Pr5.1.2a)	S2:B1.3 Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of group performances (formal or informal) (MU:Pr5.1.3a)	S2:B1.4 Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of individual and group performances (formal or informal) (MU:Pr5.1.4a)	S2:B1.5 Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of individual and group performances (formal or informal) (MU:Pr5.1.5a)
	S2:B2.K With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (MU:Pr5.1.Kb)	S2:B2.1 With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music (MU:Pr5.1.1b)	S2:B2.2 Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music (MU:Pr5.1.2b)	S2:B2.3 Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges (MU:Pr5.1.3b)	S2:B2.4 Rehearse to refine technical accuracy and expressive qualities, and address performance challenges (MU:Pr5.1.4b)	S2:B2.5 Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time (MU:Pr5.1.5b)
Benchmark C: Convey meaning through the presentation of artistic work. (NCCA Anchor Standard 6)						
	S2:C1.K With guidance, perform music with expression (MU:Pr6.1.Ka)	S2:C1.1 With limited guidance, perform music for a specific purpose with expression (MU:Pr6.1.1a)	S2:C1.2 Perform music for a specific purpose with expression and technical accuracy (MU:Pr6.1.2a)	S2:C1.3 Perform music with expression and technical accuracy (MU:Pr6.1.3a)	S2:C1.4 Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation (MU:Pr6.1.4a)	S2:C1.5 Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation (MU:Pr6.1.5a)
	S2:C2.K Perform appropriately for the (formal or informal) audience (MU:Pr6.1.Kb)	S2:C2.1 Perform appropriately for the (formal or informal) audience and purpose (MU:Pr6.1.1b)	S2:C2.2 Perform appropriately for the (formal or informal) audience and purpose (MU:Pr6.1.2b)	S2:C2.3 Demonstrate performance decorum and audience etiquette appropriate for the context and venue (MU:Pr6.1.3b)	S2:C2.4 Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre (MU:Pr6.1.4b)	S2:C2.5 Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style (MU:Pr6.1.5b)

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STANDARD 3	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard 3: Responding						
Benchmark A: Perceive and analyze artistic work. (NCCA Anchor Standard 7)						
	S3:A1.K With guidance, list personal interests and experiences and demonstrate reasons behind musical preference (MU:Re7.1.Ka)	S3:A1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes (MU:Re7.1.1a)	S3:A1.2 Demonstrate and describe how personal interests and experiences influence musical selection for specific purposes (MU:Re7.1.2a)	S3:A1.3 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (MU:Re7.1.3a)	S3:A1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (MU:Re7.1.4a)	S3:A1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (MU:Re7.1.5a)
	S3:A2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music (MU:Re7.2.Ka)	S3:A2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose (MU:Re7.2.1a)	S3:A2.2 Describe how specific music concepts are used to support a specific purpose in music (MU:Re7.2.2a)	S3:A2.3 Demonstrate and describe how a response to music can be informed by the structure of the music (MU:Re7.2.3a)	S3:A2.4 Demonstrate and explain how a response to music can be informed by its structure and the use of the elements of music (MU:Re7.2.4a)	S3:A2.5 Demonstrate and explain, citing evidence, how a response to music is informed by context (such as social, cultural, and historical) (MU:Re7.2.5a)
Benchmark B: Interpret intent and meaning in artistic work. (NCCA Anchor Standard 8)						
	S3:B1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent (MU:Re8.1.Ka)	S3:B1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent (MU:Re8.1.1a)	S3:B1.2 Demonstrate knowledge of music concepts and how they support creators' / performers' expressive intent (MU:Re8.1.2a)	S3:B1.3 Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent (MU:Re8.1.3a)	S3:B1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent (MU:Re8.1.4a)	S3:B1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent (MU:Re8.1.5a)
Benchmark C: Apply criteria to evaluate artistic work. (NCCA Anchor Standard 9)						
	S3:C1.K With guidance, apply personal and expressive preferences in the evaluation of music (MU:Re9.1.Ka)	S3:C1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes (MU:Re9.1.1a)	S3:C1.2 Apply personal and expressive preferences in the evaluation of music for specific purposes (MU:Re9.1.2a)	S3:C1.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context (MU:Re9.1.3a)	S3:C1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context (MU:Re9.1.4a)	S3:C1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music (MU:Re9.1.5a)

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STANDARD 4	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard 4: Connecting - NOTE: This is primarily a crosswalk standard that reflects embedded connection within the Create, Perform and Respond standards as per National Core Arts guidance.						
Benchmark A: Synthesize and relate knowledge and personal experience to make art. (NCCA Anchor Standard 10)						
	<p>S4:A1.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.K)</p> <p><i>Embedded within:</i> MU:Cr3.2.Ka MU:Pr4.1.Ka MU:Pr4.3.Ka</p>	<p>S4:A1.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.1)</p> <p><i>Embedded within:</i> MU:Cr2.1.1a MU:Cr3.2.1a MU:Pr4.3.1a MU:Re7.1.1a</p>	<p>S4:A1.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.2)</p> <p><i>Embedded within:</i> MU:Cr2.1.2a MU:Cr3.2.2a MU:Pr4.3.2a MU:Re7.1.2a</p>	<p>S4:A1.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.3)</p> <p><i>Embedded within:</i> MU:Cr2.1.3a MU:Cr3.2.3a MU:Pr4.1.3a MU:Pr4.3.3a MU:Re7.1.3a</p>	<p>S4:A1.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.4)</p> <p><i>Embedded within:</i> MU:Cr2.1.4a MU:Cr3.2.4a MU:Pr4.1.4a MU:Pr4.3.4a MU:Re7.1.4a</p>	<p>S4:A1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.5)</p> <p><i>Embedded within:</i> MU:Cr2.1.5a MU:Cr3.2.5a MU:Pr4.1.5a MU:Pr4.3.5a MU:Re7.1.5a</p>
Benchmark B: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (NCCA Anchor Standard 11)						
	<p>S4:B1.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.Ka)</p> <p><i>Embedded within:</i> MU:Pr4.2.Ka MU:Re7.2.Ka MU:Re9.1.5a</p>	<p>S4:B1.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.1a)</p> <p><i>Embedded within:</i> MU:Cr1.1.1a MU:Pr4.2.1a MU:Pr6.1.1a MU:Re7.2.1a MU:Re9.1.1a</p>	<p>S4:B1.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.2a)</p> <p><i>Embedded within:</i> MU:Cr1.1.2a MU:Pr4.2.2a MU:Pr6.1.2a MU:Re7.1.2a MU:Re9.1.2a</p>	<p>S4:B1.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.3a)</p> <p><i>Embedded within:</i> MU:Cr1.1.3a MU:Pr4.2.3c MU:Pr6.1.3b MU:Re7.2.3a MU:Re9.1.3a</p>	<p>S4:B1.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.4a)</p> <p><i>Embedded within:</i> MU:Cr1.1.4a MU:Pr4.2.4c MU:Pr6.1.4b MU:Re7.2.4a MU:Re9.1.4a</p>	<p>S4:B1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.5a)</p> <p><i>Embedded within:</i> MU:Cr1.1.5a MU:Pr4.2.5c MU:Pr6.1.5b MU:Re7.2.5a MU:Re9.1.5a</p>