

# How can **Note Knacks** help your students achieve the Minnesota State Standards?

## GRADES K-3

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### Artistic Foundations

1. Demonstrate knowledge of the foundations of the arts area.
  - a. **MEETS** 0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
  - a. **MEETS** 0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.
  - b. **MEETS** 0.1.2.3.2 Sing and play with accurate pitch, rhythm and expressive intent.
3. 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.
  - a. **COMPLEMENTS** 0.1.3.3.1 Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.

### Artistic Process: Create or Make

1. Create or make in a variety of contexts in the arts area using the artistic foundations.
  - a. **MEETS** 0.2.1.3.1 Improvise or compose to express musical ideas using the voice or an instrument.
  - b. **COMPLEMENTS** 0.2.1.3.2 Revise a creation based on the feedback of others.

### Artistic Process: Perform or Present

1. Perform or present in a variety of contexts in the arts area using the artistic foundations.
  - a. **MEETS AND EXCEEDS** 0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies
  - b. **COMPLEMENTS** 0.3.1.3.2 Reflect on a performance based on the feedback of others.

### Artistic Process: Respond or Critique

1. Respond to or critique a variety of creations or performances using the artistic foundations.
  - a. **COMPLEMENTS** 0.4.1.3.1 Compare and contrast the characteristics of a variety of musical works or performances

## GRADES 4-5

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### Artistic Foundations

1. Demonstrate knowledge of the foundations of the arts area.
  - a. **MEETS** 4.1.1.3.1 Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

- b. **MEETS AND EXCEEDS** 4.1.1.3.2 Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music.
  - c. **COMPLEMENTS** 4.1.1.3.3 Identify the characteristics of a variety of genres and musical styles such as march, taiko, mariachi and classical.
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
- a. **MEETS AND EXCEEDS** 4.1.2.3.1 Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures.
  - b. **COMPLEMENTS** 4.1.2.3.2 Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.
3. 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.
- a. 4.1.3.3.1 Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
  - b. **COMPLEMENTS** 4.1.3.3.2 Describe how music communicates meaning.

#### **Artistic Process: Create or Make**

- 1. Create or make in a variety of contexts in the arts area using the artistic foundations.
  - a. **MEETS** 4.2.1.3.1 Impvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.
  - b. **COMPLEMENTS** 4.3.1.3.2 Revise creative work based on the feedback of others and self-reflection.

#### **Artistic Process: Perform or Present**

- 1. Perform or present in a variety of contexts in the arts area using the artistic foundations.
  - a. **MEETS** 4.3.1.3.1 Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.
  - b. **COMPLEMENTS** 4.3.1.3.2 Revise performance based on the feedback of others and self-reflection.

#### **Artistic Process: Respond or Critique**

- 1. Respond to or critique a variety of creations or performances using the artistic foundations.
  - a. **COMPLEMENTS** 4.4.1.3.1 Justify personal interpretations and reactions to a variety of musical works or performances.