

# 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.☐ Essential Question(s): How do musicians generate creative ideas?										CREATING			
Imagine		Pre K (MU:Cr1.1.PK)	Kindergarten (MU:Cr1.1.K)	1 <sup>st</sup> (MU:Cr1.1.1)	2 <sup>nd</sup> (MU:Cr1.1.2)	3 <sup>rd</sup> (MU:Cr1.1.3)	4 <sup>th</sup> (MU:Cr1.1.4)	5 <sup>th</sup> (MU:Cr1.1.5)	6 <sup>th</sup> (MU:Cr1.1.6)	7 <sup>th</sup> (MU:Cr1.1.7)	8 <sup>th</sup> (MU:Cr1.1.8)	HS Proficient	HS Accomplished	HS Advanced	Imagine
Imagine		<p><b>a</b> With substantial <b>guidance, explore</b> and experience a variety of music.</p>	<p><b>Ka</b> With <b>guidance, explore</b> and experience <i>music concepts</i> (such as <b>beat</b> and <b>melodic contour</b>).</p>	<p><b>a</b> With limited <b>guidance, create musical ideas</b> (such as answering a <i>musical question</i>) for a specific <b>purpose</b>.</p>	<p><b>a</b> <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific <b>purpose</b>.</p>	<p><b>a</b> <i>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context</i> (such as <b>personal</b> and <b>social</b>).</p>	<p><b>a</b> <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context</i> (such as <b>social</b> and <b>cultural</b>).</p>	<p><b>a</b> <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context</i> (such as <b>social, cultural, and historical</b>).</p>	<p><b>a</b> Generate simple rhythmic, melodic, and harmonic <b>phrases</b> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b>.</p>	<p><b>a</b> Generate rhythmic, melodic, and harmonic <b>phrases</b> and <b>variations over harmonic accompaniments</b> within <b>AB, ABA, or theme and variation forms</b> that convey <b>expressive intent</b>.</p>					
			<p><b>b</b> With <b>guidance, generate musical ideas</b> (such as <b>movements</b> or <b>motives</b>).</p>	<p><b>b</b> With limited <b>guidance, generate musical ideas</b> in <i>multiple tonalities</i> (such as <b>major</b> and <b>minor</b>) and <b>meters</b> (such as <b>duple</b> and <b>triple</b>).</p>	<p><b>b</b> Generate <b>musical patterns and ideas</b> within the <b>context</b> of a given <b>tonality</b> (such as <b>major</b> and <b>minor</b>) and <b>meter</b> (such as <b>duple</b> and <b>triple</b>).</p>	<p><b>b</b> Generate <b>musical ideas</b> (such as <b>rhythms</b> and <b>melodies</b>) within a given <b>tonality</b> and/or <b>meter</b>.</p>	<p><b>b</b> Generate <b>musical ideas</b> (such as <b>rhythms, melodies, and simple accompaniment patterns</b>) within <i>related tonalities</i> (such as <b>major</b> and <b>minor</b>) and <b>meters</b>.</p>	<p><b>b</b> Generate <b>musical ideas</b> (such as <b>rhythms, melodies, and accompaniment patterns</b>) within specific related <b>tonalities, meters, and simple chord changes</b>.</p>							

CREATING													
Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?													
Pre K (MU:Cr2.1.PK)	Kindergarten (MU:Cr2.1.K)	1 <sup>st</sup> (MU:Cr2.1.1)	2 <sup>nd</sup> (MU:Cr2.1.2)	3 <sup>rd</sup> (MU:Cr2.1.3)	4 <sup>th</sup> (MU:Cr2.1.4)	5 <sup>th</sup> (MU:Cr2.1.5)	6 <sup>th</sup> (MU:Cr2.1.6)	7 <sup>th</sup> (MU:Cr2.1.7)	8 <sup>th</sup> (MU:Cr2.1.8)	HS Proficient	HS Accomplished	HS Advanced	
Plan and Make	a With substantial <b>guidance, explore</b> favorite <b>musical ideas</b> (such as <b>movements, vocalizations</b> , or instrumental accompaniments).	a With <b>guidance, demonstrate</b> and choose favorite <b>musical ideas</b> .	a With <i>limited guidance, demonstrate</i> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	a <b>Demonstrate</b> and explain personal reasons for selecting <b>patterns and ideas</b> for music that represent <b>expressive intent</b> .	a <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b> , and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b> .	a <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation, arrangement, or composition</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	a <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations, arrangements, or compositions</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	a Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements and compositions</b> within <b>AB or ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	a Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent</b> .	a Select, organize, and document personal <b>musical ideas</b> for <b>arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent</b> .			
	b – With substantial <b>guidance</b> , select and keep track of the order for performing original <b>musical ideas</b> , using <b>iconic notation</b> and/or recording technology.	a With <b>guidance, organize</b> personal <b>musical ideas</b> using <b>iconic notation</b> and/or recording technology.	b With <i>limited guidance</i> , use <b>iconic or standard notation</b> and/or recording technology to document and organize personal <b>musical ideas</b> .	b Use <b>iconic or standard</b> notation and/or recording technology to <i>combine, sequence,</i> and document personal <b>musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic and melodic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic, melodic, and simple harmonic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic, melodic, and two-chord harmonic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple rhythmic <b>phrases</b> , melodic <b>phrases</b> , and <b>two-chord harmonic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple rhythmic <b>phrases</b> , melodic <b>phrases</b> , and <b>harmonic sequences</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal rhythmic <b>phrases</b> , melodic <b>phrases</b> , and <b>harmonic sequences</b> .			
CREATING													
Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?													
Pre K (MA:Cr3.1.PK)	Kindergarten (MU:Cr3.1.K)	1 <sup>st</sup> (MU:Cr3.1.1)	2 <sup>nd</sup> (MU:Cr3.1.2)	3 <sup>rd</sup> (MU:Cr3.1.3)	4 <sup>th</sup> (MU:Cr3.1.4)	5 <sup>th</sup> (MU:Cr3.1.5)	6 <sup>th</sup> (MU:Cr3.1.6)	7 <sup>th</sup> (MU:Cr3.1.7)	8 <sup>th</sup> (MU:Cr3.1.8)	HS Proficient	HS Accomplished	HS Advanced	
Evaluate and Refine	a With substantial <b>guidance</b> , consider personal, peer, and teacher feedback when <b>demonstrating</b> and <b>refining</b> personal <b>musical ideas</b> .	a - With <b>guidance, apply</b> personal, peer, and teacher feedback in <b>refining</b> personal <b>musical ideas</b> .	a With <i>limited guidance, discuss</i> and apply personal, peer, and teacher feedback to <b>refine</b> personal <b>musical ideas</b> .	a <b>Interpret</b> and apply personal, peer, and teacher feedback to <i>revise personal music</i> .	a <i>Evaluate, refine, and document</i> revisions to personal <b>musical ideas</b> , applying <b>teacher-provided and collaboratively-developed criteria</b> and feedback.	a Evaluate, <b>refine</b> , and document revisions to personal <b>music</b> , applying <b>teacher-provided and collaboratively-developed criteria</b> and feedback to <i>show improvement over time</i> .	a Evaluate, <b>refine</b> , and document revisions to personal <b>music</b> , applying <b>teacher-provided and collaboratively-developed criteria</b> and feedback, and <i>explain rationale for changes</i> .	a Evaluate their own work, applying <b>teacher-provided criteria</b> such as <i>application of selected elements of music, and use of sound sources</i> .	a Evaluate their own work, applying selected <b>criteria</b> such as <i>appropriate application of elements of music including style, form, and use of sound sources</i> .	a Evaluate their own work by selecting and applying <b>criteria</b> including <i>appropriate application of compositional techniques, style, form, and use of sound sources</i> .			
								b Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from their teacher.	b Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (teacher and peers).	b Describe the rationale for <b>refining</b> works by explaining the choices, based on evaluation <b>criteria</b> .			
CREATING													
Evaluate and Refine													

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication													
Essential Question(s): When is creative work ready to share?													
	Pre K (MU:Cr3.1.PK)	Kindergarten (MU:Cr3.1.K)	1 <sup>st</sup> (MU:Cr3.1.1)	2 <sup>nd</sup> (MU:Cr3.1.2)	3 <sup>rd</sup> (MU:Cr3.1.3)	4 <sup>th</sup> (MU:Cr3.1.4)	5 <sup>th</sup> (MU:Cr3.1.5)	6 <sup>th</sup> (MU:Cr3.1.6)	7 <sup>th</sup> (MU:Cr3.1.7)	8 <sup>th</sup> (MU:Cr3.1.8)	HS Proficient	HS Accomplished	HS Advanced
Present	a With substantial <b>guidance, share</b> revised personal <b>musical ideas</b> with peers.	a With <b>guidance, demonstrate</b> a final version of personal <b>musical ideas</b> to peers.	a With limited <b>guidance, convey expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	a Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	a <b>Present</b> the final version of personal created music to others, and describe <b>connection</b> to <b>expressive intent</b> .	a <b>Present</b> the final version of personal created music to others, and explain <b>connection</b> to <b>expressive intent</b> .	a <b>Present</b> the final version of personal created music to others that <b>demonstrates craftsmanship</b> , and explain <b>connection</b> to <b>expressive intent</b> .	a <b>Present</b> the final version of their documented personal <b>composition</b> or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	a <b>Present</b> the final version of their documented personal <b>composition</b> , song, or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate <b>unity</b> and <b>variety</b> , and convey <b>expressive intent</b> .	a <b>Present</b> the final version of their documented personal <b>composition</b> , song, or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity</b> and <b>variety, tension and release</b> , and <b>balance</b> to convey <b>expressive intent</b> .			
Present													

## Music

PERFORMING		Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.										Enduring Understanding: 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.			Essential Question(s): How do performers select repertoire?			PERFORMING	
		Pre K (MU:Pr4.1.PK)	Kindergarten (MU:Pr4.1.K)	1 <sup>st</sup> (MU:Pr4.1.1)	2 <sup>nd</sup> (MU:Pr4.1.2)	3 <sup>rd</sup> (MU:Pr4.1.3)	4 <sup>th</sup> (MU:Pr4.1.4)	5 <sup>th</sup> (MU:Pr4.1.5)	6 <sup>th</sup> (MU:Pr4.1.6)	7 <sup>th</sup> (MU:Pr4.1.7)	8 <sup>th</sup> (MU:Pr4.1.8)	HS Proficient	HS Accomplished	HS Advanced					
Select	a	With substantial <b>guidance, demonstrate</b> and state preference for varied musical selections.	With <b>guidance, demonstrate</b> and state personal interest in varied musical selections.	With limited <b>guidance, demonstrate</b> and discuss personal interest in, <b>knowledge about, and purpose</b> of varied musical selections.	<b>Demonstrate</b> and explain personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.	<b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, <b>knowledge, purpose, and context</b> .	<b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, <b>knowledge, context, and technical skill</b> .	<b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, <b>knowledge, and context</b> , as well as their personal and others' <b>technical skill</b> .	Apply <b>teacher-provided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> , and explain why each was chosen.	Apply <b>collaboratively-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities, technical challenges</b> , and reasons for choices.	Apply <b>personally-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> , and explain <b>expressive qualities, technical challenges</b> , and reasons for choices.				Select				
	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.																		
Essential Question(s): How does understanding the structure and context of musical works inform performance?																			
		Pre K (MU:Pr4.2.PK)	Kindergarten (MU:Pr4.2.K)	1 <sup>st</sup> (MU:Pr4.2.1)	2 <sup>nd</sup> (MU:Pr4.2.2)	3 <sup>rd</sup> (MU:Pr4.2.3)	4 <sup>th</sup> (MU:Pr4.2.4)	5 <sup>th</sup> (MU:Pr4.2.5)	6 <sup>th</sup> (MU:Pr4.2.6)	7 <sup>th</sup> (MU:Pr4.2.7)	8 <sup>th</sup> (MU:Pr4.2.8)	HS Proficient	HS Accomplished	HS Advanced					
Analyze	a	With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.	With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for <b>performance</b> .	With limited <b>guidance, demonstrate</b> knowledge of music concepts (such as <b>beat and melodic contour</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	<b>Demonstrate</b> knowledge of music concepts (such as <b>tonality and meter</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	<b>Demonstrate</b> understanding of the <b>structure</b> in music selected for <b>performance</b> .	<b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, and form</b> ) in music selected for <b>performance</b> .	<b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, form, and harmony</b> ) in music selected for <b>performance</b> .	Explain how understanding the <b>structure</b> and the <b>elements of music</b> are used in music selected for <b>performance</b> .	Explain and <b>demonstrate</b> the <b>structure</b> of contrasting pieces of music selected for <b>performance</b> and how <b>elements of music</b> are used.	Compare the <b>structure</b> of contrasting pieces of music selected for <b>performance</b> , explaining how the <b>elements of music</b> are used in each.				Analyze				
	b		When analyzing selected music, read and perform <b>rhythmic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	When analyzing selected music, read and perform <b>rhythmic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	When analyzing selected music, read and perform <b>rhythmic patterns</b> and <b>melodic phrases</b> using <b>iconic</b> and <b>standard notation</b> .	When analyzing selected music, read and perform using <b>iconic</b> and <b>standard notation</b> .	When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation</b> .	When analyzing selected music, read and perform using <b>standard notation</b> .	When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, and dynamics</b> .	When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch articulation, dynamics, tempo, and form</b> .	When analyzing selected music, <b>sight-read</b> in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.								
	c			Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b> .	Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b> ) informs a <b>performance</b> .	Explain how <b>context</b> (such as <b>social, cultural, and historical</b> ) informs <b>performances</b> .	Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> .	Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <b>different music interpretations</b> .	Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <b>different musical effects</b> .										

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?													
	Pre K (MU:Pr4.3.PK)	Kindergarten (MU:Pr4.3.K)	1 <sup>st</sup> (MU:Pr4.3.1)	2 <sup>nd</sup> (MU:Pr4.3.2)	3 <sup>rd</sup> (MU:Pr4.3.3)	4 <sup>th</sup> (MU:Pr4.3.4)	5 <sup>th</sup> (MU:Pr4.3.5)	6 <sup>th</sup> (MU:Pr4.3.6)	7 <sup>th</sup> (MU:Pr4.3.7)	8 <sup>th</sup> (MU:Pr4.3.8)	HS Proficient	HS Accomplished	HS Advanced
Interpret	a With substantial <b>guidance</b> , explore music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	a With <b>guidance</b> , demonstrate awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	a <b>Demonstrate</b> and describe music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	a <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) and how <b>creators use them to convey expressive intent</b> .	a <b>Demonstrate</b> and describe how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	a <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , and <b>timbre</b> ).	a <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , and <b>articulation/style</b> ).	a <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	a <b>Perform</b> contrasting pieces of music demonstrating their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	a <b>Perform</b> contrasting pieces of music, demonstrating as well as explaining how the music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ).			
Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: 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. Essential Question(s): How do musicians improve the quality of their performance?													
	Pre K (MU:Pr5.1.PK)	Kindergarten (MU:Pr5.1.K)	1 <sup>st</sup> (MU:Pr5.1.1)	2 <sup>nd</sup> (MU:Pr5.1.2)	3 <sup>rd</sup> (MU:Pr5.1.3)	4 <sup>th</sup> (MU:Pr5.1.4)	5 <sup>th</sup> (MU:Pr5.1.5)	6 <sup>th</sup> (MU:Pr5.1.6)	7 <sup>th</sup> (MU:Pr5.1.7)	8 <sup>th</sup> (MU:Pr5.1.8)	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate and Refine	a With substantial <b>guidance</b> , practice and <b>demonstrate</b> what they like about their own <b>performances</b> .	a With <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	a With limited <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	a - Apply <b>established criteria</b> to judge the <b>accuracy</b> , <b>expressiveness</b> , and <b>effectiveness of performances</b> .	a - Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate <b>accuracy of ensemble performances</b> .	a Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate <b>accuracy and expressiveness of ensemble and personal performances</b> .	a Apply <b>teacher-provided</b> and <b>established criteria</b> and feedback to evaluate the <b>accuracy and expressiveness of ensemble and personal performances</b> .	a Identify and apply <b>teacher-provided criteria</b> (such as correct interpretation of notation, <b>technical accuracy</b> , originality, and interest) to rehearse, <b>refine</b> , and determine when a piece is ready to <b>perform</b> .	a Identify and apply <b>collaboratively-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill of performer</b> , originality, <b>emotional impact</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .	a Identify and apply <b>personally-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill of performer</b> , originality, emotional impact, <b>variety</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .			
	b With substantial <b>guidance</b> , apply personal, peer, and teacher feedback to <b>refine performances</b> .	b With <b>guidance</b> , use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.	b With limited <b>guidance</b> , use suggested strategies in rehearsal to address <b>interpretive challenges</b> of music.	b - Rehearse, identify and apply strategies to address <b>interpretive, performance, and technical challenges</b> of music.	b Rehearse to <b>refine technical accuracy, expressive qualities</b> , and identified performance challenges.	b Rehearse to <b>refine technical accuracy and expressive qualities</b> , and address performance challenges.	b Rehearse to <b>refine technical accuracy and expressive qualities</b> to address challenges, and show improvement over time.						

PERFORMING	Anchor Standard 6: Convey meaning through the presentation of artistic work.											PERFORMING	
	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.												
Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?													
	Pre K (MU:Pr6.1.PK)	Kindergarten (MU:Pr6.1.K)	1 <sup>st</sup> (MU:Pr6.1.1)	2 <sup>nd</sup> (MU:Pr6.1.2)	3 <sup>rd</sup> (MU:Pr6.1.3)	4 <sup>th</sup> (MU:Pr6.1.4)	5 <sup>th</sup> (MU:Pr6.1.5)	6 <sup>th</sup> (MU:Pr6.1.6)	7 <sup>th</sup> (MU:Pr6.1.7)	8 <sup>th</sup> (MU:Pr6.1.8)	HS Proficient	HS Accomplished	HS Advanced
Present	a With substantial <b>guidance, perform</b> music with <b>expression</b> .	a With <b>guidance, perform</b> music with <b>expression</b> .	a With limited <b>guidance, perform</b> music for a specific <b>purpose</b> with <b>expression</b> .	a <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b> .	a <b>Perform</b> music with <b>expression</b> and <b>technical accuracy</b> .	a <b>Perform</b> music, <i>alone or with others</i> , with <b>expression</b> and <b>technical accuracy</b> , and appropriate <b>interpretation</b> .	a <b>Perform</b> music, alone or with others, with <b>expression, technical accuracy, and</b> appropriate <b>interpretation</b> .	a <b>Perform</b> the music with <b>technical accuracy</b> to convey the <b>creator's intent</b> .	a <b>Perform</b> the music with <b>technical accuracy</b> and <i>stylistic expression</i> to convey the <b>creator's intent</b> .	a <b>Perform</b> the music with <b>technical accuracy</b> , stylistic <b>expression</b> , and <b>culturally authentic practices</b> in music to convey the <b>creator's intent</b> .			
	b With substantial <b>guidance, apply</b> personal, peer, and teacher feedback to <b>refine performances</b> .	b <b>Perform</b> <i>appropriately for the audience</i> .	b <b>Perform</b> <i>appropriately for the audience and purpose</i> .	b <b>Perform</b> <i>appropriately for the audience and purpose</i> .	b <b>Demonstrate performance decorum and audience etiquette</b> <i>appropriate for the context and venue</i> .	b <b>Demonstrate performance decorum and audience etiquette</b> <i>appropriate for the context, venue, and genre</i> .	b <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> <i>appropriate for venue and purpose</i> .	b <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> <i>appropriate for venue, purpose, and context</i> .	b <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> <i>appropriate for venue, purpose, and context</i> .	b <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> <i>appropriate for venue, purpose, context, and style</i> .			

## Music

Anchor Standard 7: Perceive and analyze artistic work														
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.														
Essential Question(s): How do individuals choose music to experience?														
RESPONDING	Pre K (MU:Re7.1.PK)	Kindergarten (MU:Re7.1.K)	1 <sup>st</sup> (MU:Re7.1.1)	2 <sup>nd</sup> (MU:Re7.1.2)	3 <sup>rd</sup> (MU:Re7.1.3)	4 <sup>th</sup> (MU:Re7.1.4)	5 <sup>th</sup> (MU:Re7.1.5)	6 <sup>th</sup> (MU:Re7.1.6)	7 <sup>th</sup> (MU:Re7.1.7)	8 <sup>th</sup> (MU:Re7.1.8)	HS Proficient	HS Accomplished	HS Advanced	RESPONDING
Select	a With substantial <b>guidance</b> , state personal interests and <b>demonstrate</b> why they prefer some music selections over others.	a With <b>guidance</b> , list personal interests and <b>demonstrate</b> why they prefer some music selections over others.	a With limited <b>guidance</b> , identify and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	a Explain and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	a <b>Demonstrate</b> and describe how selected music connects to and is influenced by specific interests, experiences, or <b>purposes</b> .	a <b>Demonstrate</b> and explain how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	a <b>Demonstrate</b> and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	a Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	a Select or choose contrasting music to listen to and compare the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	a Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b> .				Select
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.														
Essential Question(s): How do individuals choose music to experience?														
RESPONDING	Pre K (MU:Re7.2.PK)	Kindergarten (MU:Re7.2.K)	1 <sup>st</sup> (MU:Re7.2.1)	2 <sup>nd</sup> (MU:Re7.2.2)	3 <sup>rd</sup> (MU:Re7.2.3)	4 <sup>th</sup> (MU:Re7.2.4)	5 <sup>th</sup> (MU:Re7.2.5)	6 <sup>th</sup> (MU:Re7.2.6)	7 <sup>th</sup> (MU:Re7.2.7)	8 <sup>th</sup> (MU:Re7.2.8)	HS Proficient	HS Accomplished	HS Advanced	RESPONDING
Analyze	a With substantial <b>guidance</b> , explore musical contrasts in music.	a With <b>guidance</b> , demonstrate how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b> ) is used in music.	a With limited <b>guidance</b> , identify how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b> ) are used in various styles of music for a <b>purpose</b> .	a Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.	a <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	a <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	a <b>Demonstrate</b> and explain, citing evidence, how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <b>historical</b> ).	a Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of the pieces.	a Classify and explain how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of contrasting pieces.	a Compare how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> within <b>programs</b> of music.				Analyze
								b Identify the <b>context</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .	b Identify and compare the <b>context</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .	b Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .				

RESPONDING	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?											RESPONDING	
	Pre K (MU:Re8.1.PK)	Kindergarten (MU:Re8.1.K)	1 <sup>st</sup> (MU:Re8.1.1)	2 <sup>nd</sup> (MU:Re8.1.2)	3 <sup>rd</sup> (MU:Re8.1.3)	4 <sup>th</sup> (MU:Re8.1.4)	5 <sup>th</sup> (MU:Re8.1.5)	6 <sup>th</sup> (MU:Re8.1.6)	7 <sup>th</sup> (MU:Re8.1.7)	8 <sup>th</sup> (MU:Re8.1.8)	HS Proficient		HS Accomplished
Interpret	a With substantial <b>guidance, explore music's expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	a With <b>guidance, demonstrate awareness of expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	a With <b>limited guidance, demonstrate and identify expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	a <b>Demonstrate</b> knowledge of music <b>concepts</b> and how they support creators'/performers' <b>expressive intent</b> .	a <b>Demonstrate and describe how the expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) are used in performers' <b>interpretations</b> to reflect <b>expressive intent</b> .	a <b>Demonstrate and explain</b> how the <b>expressive qualities</b> (such as <b>dynamics, tempo, and timbre</b> ) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b> .	a <b>Demonstrate and explain</b> how the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation</b> ) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b> .	a Describe a personal <b>interpretation</b> of how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres and cultural context</b> , convey <b>expressive intent</b> .	a Describe a personal <b>interpretation</b> of <b>contrasting</b> works and explain how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres, cultures, and historical periods</b> , convey <b>expressive intent</b> .	a <b>Support</b> personal <b>interpretation</b> of <b>contrasting programs</b> of music and explain how creators' or performers' apply the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres, cultures, and historical periods</b> to convey <b>expressive intent</b> .			
RESPONDING	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?											RESPONDING	
	Pre K (MU:Re9.1.PK)	Kindergarten (MU:Re9.1.K)	1 <sup>st</sup> (MU:Re9.1.1)	2 <sup>nd</sup> (MU:Re9.1.2)	3 <sup>rd</sup> (MU:Re9.1.3)	4 <sup>th</sup> (MU:Re9.1.4)	5 <sup>th</sup> (MU:Re9.1.5)	6 <sup>th</sup> (MU:Re9.1.6)	7 <sup>th</sup> (MU:Re9.1.7)	8 <sup>th</sup> (MU:Re9.1.8)	HS Proficient		HS Accomplished
Evaluate	a With substantial <b>guidance</b> , talk about personal and expressive preferences in music.	b With <b>guidance, apply personal and expressive preferences in the evaluation of music</b> .	a With <b>limited guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	a <b>Apply</b> personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	a Evaluate <b>musical works and performances, applying established criteria, and describe appropriateness to the context</b> .	a Evaluate <b>musical works and performances, applying established criteria, and explain appropriateness to the context</b> .	a Evaluate <b>musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music</b> .	a Apply <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b> .	a Select from <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b> .	a Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works or performances</b> .			



# Music

CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?										CONNECTING		
	Pre K (MU:Cn10.1.PK)	Kindergarten (MU:Cn10.1.K)	1 <sup>st</sup> (MU:Cn10.1.1)	2 <sup>nd</sup> (MU:Cn10.1.2)	3 <sup>rd</sup> (MU:Cn10.1.3)	4 <sup>th</sup> (MU:Cn10.1.4)	5 <sup>th</sup> (MU:Cn10.1.5)	6 <sup>th</sup> (MU:Cn10.1.6)	7 <sup>th</sup> (MU:Cn10.1.7)	8 <sup>th</sup> (MU:Cn10.1.8)	HS Proficient	HS Accomplished	HS Advanced
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>2a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
	MU:Cr3.2.PKa With substantial <b>guidance</b> , share revised <b>musical ideas</b> with peers.	MU:Cr3.2.Ka With <b>guidance</b> , <b>demonstrate</b> a final version of personal <b>musical ideas</b> to peers.	MU:Cr2.1.1a With limited <b>guidance</b> , <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	MU:Cr2.1.2a <b>Demonstrate</b> and explain personal reasons for selecting patterns and ideas for their music that represent <b>expressive intent</b> .	MU:Cr2.1.3a <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b> , and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b> .	MU:Cr2.1.4a <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b> , <b>arrangement</b> , or <b>composition</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	MU:Cr2.1.5a <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	MU:Cr2.1.6a Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA</b> form that demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	MU:Cr2.1.7a Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b> , <b>songs</b> , and <b>compositions</b> within <b>AB</b> , <b>ABA</b> , or <b>theme</b> and <b>variation</b> forms that demonstrate <b>unity</b> and <b>variety</b> and convey <b>expressive intent</b> .	MU:Cr2.1.8a Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b> , <b>songs</b> , and <b>compositions</b> within <b>expanded forms</b> that demonstrate <b>tension</b> and <b>release</b> , <b>unity</b> and <b>variety</b> , and <b>balance</b> , and convey <b>expressive intent</b> .			
	MU:Pr4.1.PKa With substantial <b>guidance</b> , <b>demonstrate</b> and state preference for varied musical selections.	MU:Pr4.1.Ka With <b>guidance</b> , <b>demonstrate</b> and state personal interest in varied musical selections.	MU:Cr3.2.1a With limited <b>guidance</b> , convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	MU:Cr3.2.2a Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	MU:Cr3.2.3a <b>Present</b> the final version of created music for others, and describe <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.4a <b>Present</b> the final version of created music for others, and explain <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.5a <b>Present</b> the final version of created music for others that <b>demonstrates craftsmanship</b> , and explain <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.6a <b>Present</b> the final version of their documented personal <b>composition</b> or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	MU:Cr3.2.7a <b>Present</b> the final version of their documented personal <b>composition</b> , <b>song</b> , or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate <b>unity</b> and <b>variety</b> , and convey <b>expressive intent</b> .	MU:Cr3.2.8a <b>Present</b> the final version of their documented personal <b>composition</b> , <b>song</b> , or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity</b> and <b>variety</b> , <b>tension</b> and <b>release</b> , and <b>balance</b> to convey <b>expressive intent</b> .			
	MU:Pr4.3.PKa With substantial <b>guidance</b> , <b>explore</b> music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	MU:Pr4.3.Ka With <b>guidance</b> , <b>demonstrate</b> awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	MU:Pr4.3.1a <b>Demonstrate</b> and describe music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	MU:Pr4.3.2a <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) and how <b>creators</b> use them to convey <b>expressive intent</b> .	MU:Pr4.1.3a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b> , and <b>context</b> .	MU:Pr4.1.4a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b> , and <b>technical skill</b> .	MU:Pr4.1.5a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b> , as well as their personal and others' <b>technical skill</b> .	MU:Pr4.1.6a Apply <b>teacher-provided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> and explain why each was chosen.	MU:Pr4.1.7a Apply <b>collaboratively-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities</b> , <b>technical challenges</b> , and <b>reasons</b> for choices.	MU:Pr4.1.8a Apply <b>personally-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and explain <b>expressive qualities</b> , <b>technical challenges</b> , and <b>reasons</b> for choices.			

			MU:Re7.1.1a With limited <b>guidance</b> , <i>identify and demonstrate</i> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	MU:Re7.1.2a <i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	MU:Pr4.3.3a <b>Demonstrate and describe</b> how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	MU:Pr4.3.4a <b>Demonstrate and explain</b> how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , and <b>timbre</b> ).	MU:Pr4.3.5a <b>Demonstrate and explain</b> how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , and <b>articulation/style</b> ).	MU:Pr4.3.6a <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	MU:Pr4.3.7a <b>Perform</b> <i>contrasting pieces</i> of music demonstrating their personal <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	MU:Pr4.3.8a <b>Perform</b> <i>contrasting pieces of music, demonstrating as well as explaining how the music's intent</i> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ).
					MU:Re7.1.3a <b>Demonstrate and describe</b> how <i>selected music connects to</i> and is influenced by specific interests, experiences, or <b>purposes</b> .	MU:Re7.1.4a <b>Demonstrate and explain</b> how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	MU:Re7.1.5a <b>Demonstrate and explain, citing evidence,</b> how selected music connects to, and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	MU:Re7.1.6a Select or choose music to <b>listen to</b> and <b>explain the connections</b> to specific interests or experiences for a specific <b>purpose</b> .	MU:Re7.1.7a Select or choose <i>contrasting music</i> to listen to and <b>compare the connection</b> to specific interests or experiences for a specific <b>purpose</b> .	MU:Re7.1.8a Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b> .

**CONNECTING** Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.  
Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

	Pre K (MU:Cn11.1.PK)	Kindergarten (MU:Cn11.1.K)	1 <sup>st</sup> (MU:Cn11.1.1)	2 <sup>nd</sup> (MU:Cn11.1.2)	3 <sup>rd</sup> (MU:Cn11.1.3)	4 <sup>th</sup> (MU:Cn11.1.4)	5 <sup>th</sup> (MU:Cn11.1.5)	6 <sup>th</sup> (MU:Cn11.1.6)	7 <sup>th</sup> (MU:Cn11.1.7)	8 <sup>th</sup> (MU:Cn11.1.8)	HS Proficient	HS Accomplished	HS Advanced	<b>CONNECTING</b>
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	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
	MU:Pr4.2.PKa With substantial <b>guidance</b> , <b>explore</b> and <b>demonstrate</b> awareness of musical contrasts.	MU:Pr4.2.Ka With <b>guidance</b> , <b>explore</b> and <b>demonstrate</b> awareness of music contrasts (such as <i>high/low, loud/soft, same/different</i> ) in a variety of music selected for <b>performance</b> .	MU:Cr1.1.1a With limited <b>guidance</b> , <i>create musical ideas</i> (such as <i>answering a musical question</i> ) for a specific <b>purpose</b> .	MU:Cr1.1.2a <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific <b>purpose</b> .	MU:Cr1.1.3a <i>Improvise rhythmic and melodic ideas, and describe connection</i> to specific <b>purpose</b> and <b>context</b> (such as <i>personal and social</i> ).	MU:Cr1.1.4a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <i>social and cultural</i> ).	MU:Cr1.1.5a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <i>social, cultural, and historical</i> ).	MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic <b>phrases</b> and within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b> .	MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic <b>phrases</b> and <i>variations over harmonic accompaniments</i> within <b>AB</b> , <b>ABA</b> , or <b>theme and variation forms</b> that convey <b>expressive intent</b> .	MU:Cr1.1.8a Generate rhythmic, melodic and harmonic <b>phrases</b> and <i>harmonic accompaniments</i> within <b>expanded forms</b> (including <i>introductions, transitions, and codas</i> ) that convey <b>expressive intent</b> .				
	MU:Re7.2.PKa With substantial <b>guidance</b> , <b>explore</b> musical contrasts in music.	MU:Re7.2.Ka With <b>guidance</b> , <b>demonstrate</b> how a specific music <b>concept</b> (such as <i>beat or melodic direction</i> ) is used in music.	MU:Pr4.2.1a With limited <b>guidance</b> , <b>demonstrate</b> knowledge of music <b>concepts</b> (such as <i>beat and melodic contour</i> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	MU:Pr4.2.2a <b>Demonstrate</b> knowledge of music <b>concepts</b> (such as <i>tonality and meter</i> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	MU:Pr4.2.3c Describe how <b>context</b> (such as <i>personal and social</i> ) can inform a <b>performance</b> .	MU:Pr4.2.4c <i>Explain</i> how <b>context</b> (such as <i>social and cultural</i> ) informs a <b>performance</b> .	MU:Pr4.2.5c <i>Explain</i> how <b>context</b> (such as <i>social, cultural, and historical</i> ) informs <b>performances</b> .	MU:Pr4.2.6c Identify how <b>cultural</b> and <b>historical context</b> inform the <b>performances</b> .	MU:Pr4.2.7c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <i>different music interpretations</i> .	MU:Pr4.2.8c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <i>different musical effects</i> .				
	MU:Re9.1.PKa With substantial <b>guidance</b> , talk about their personal and expressive preferences in music.	MU:Re9.1.Ka With <b>guidance</b> , <i>apply personal and expressive preferences in the evaluation of music</i> .	MU:Pr6.1.1a With limited <b>guidance</b> , <b>perform</b> music for a specific <b>purpose</b> with <b>expression</b> .	MU:Pr6.1.2a <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b> .	MU:Pr6.1.3b <b>Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context and venue</b> .	MU:Pr6.1.4b <b>Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context, venue, and genre</b> .	MU:Pr6.1.5b <b>Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context, venue, genre, and style</b> .	MU:Pr6.1.6b <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b> .	MU:Pr6.1.7b <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue, purpose, and context</b> .	MU:Pr6.1.8b <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .				

			<p><b>MU:Re7.2.1a</b> With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b>) is used in various styles of music for a <b>purpose</b>.</p>	<p><b>MU:Re7.2.</b> Describe how specific music-<b>concepts</b> are used to support a specific <b>purpose</b> in music.</p>	<p><b>MU:Re7.2.3a Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>personal</b> and <b>social</b>).</p>	<p><b>MU:Re7.2.4a Demonstrate</b> and explain how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p>	<p><b>MU:Re7.2.5a Demonstrate</b> and explain, <i>citing evidence</i>, how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social, cultural</b>, and <b>historical</b>).</p>	<p><b>MU:Re7.2.6b</b> Identify the <b>context</b> of music from a variety of <b>genres, cultures</b>, and <b>historical periods</b>.</p>	<p><b>MU:Re7.2.7b</b> Identify and compare the <b>context</b> of music from a variety of <b>genres, cultures</b>, and <b>historical periods</b>.</p>	<p><b>MU:Re7.2.8b</b> Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures</b>, and <b>historical periods</b>.</p>	
			<p><b>MU:Re9.1.1a</b> With limited <b>guidance</b>, apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p>	<p><b>MU:Re9.1.2a</b> Apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p>	<p><b>MU:Re9.1.3a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and describe appropriateness to the <b>context</b>.</p>	<p><b>MU:Re9.1.4a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and explain appropriateness to the <b>context</b>.</p>	<p><b>MU:Re9.1.5a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and explain appropriateness to the <b>context</b>, <i>citing evidence from the elements of music</i>.</p>	<p><b>MU:Re9.1.6a</b> Apply <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>	<p><b>MU:Re9.1.7a</b> Select from <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>	<p><b>MU:Re9.1.8a</b> Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>	