Evaluate and Refine

Creating

- Essential Question(s): How do musicians improve the quality of their creative work?
- Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Anchor Standard 2: Organize and develop artistic ideas and work.

Plan and Make

- With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
- With guidance, demonstrate and choose favorite musical ideas that represent expressive intent.
- Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
- Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
- Select, organize, construct, and document personal musical ideas for improvisations, arrangements, or compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

Evaluate and Refine

Creating

- With guidance, apply personal, peer, and teacher feedback in revising and refining personal musical ideas.
- With limited guidance, discuss and apply personal, peer, and teacher feedback to revise personal music.
- Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.
- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.
- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.
- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.
- Evaluate their own work, applying teacher-provided criteria such as appropriate application of selected elements of music, and use of sound sources.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- Evaluate their own work, applying teacher-provided criteria such as appropriate application of selected elements of music, and use of sound sources.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

Plan and Make

- With substantial guidance, select, and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.
- With guidance, organize personal musical ideas using iconic notation and/or recording technology.
- Use iconic and/or standard notation and/or recording technology to document rhythmic, melodic, and simple harmonic musical ideas.
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
- Use standard and/or iconic notation and/or recording technology to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic, melodic, and simple harmonic musical ideas.
- Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

Evaluate and Refine

Creating

- With guidance, apply personal, peer, and teacher feedback in revising and refining personal musical ideas.
- With guidance, discuss and apply personal, peer, and teacher feedback to revise personal music.
- Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.
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- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.
- Evaluate their own work, applying teacher-provided criteria such as appropriate application of selected elements of music, and use of sound sources.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- Evaluate their own work, applying teacher-provided criteria such as appropriate application of selected elements of music, and use of sound sources.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
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<tr>
<th>Pre K (MU:Cr3.2.PK)</th>
<th>Kindergarten (MU:Cr3.2.K)</th>
<th>1st (MU:Cr3.2.1)</th>
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<th>3rd (MU:Cr3.2.3)</th>
<th>4th (MU:Cr3.2.4)</th>
<th>5th (MU:Cr3.2.5)</th>
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<th>HS Accomplished</th>
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<tbody>
<tr>
<td>a. With substantial guidance, share revised personal musical ideas with peers.</td>
<td>a. With guidance, demonstrate a final version of personal musical ideas to peers.</td>
<td>a. Present the final version of personal created music to others, and explain connection to expressive intent.</td>
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<td>a. Present the final version of personal created music to others, and explain connection to expressive intent.</td>
<td>a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</td>
<td>a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</td>
<td>a. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</td>
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**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?
### 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?**

<table>
<thead>
<tr>
<th>Performer Level</th>
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<tbody>
<tr>
<td>Pre K (MU:Pr4.1.PK)</td>
<td>With substantial guidance, demonstrate and state preference for varied musical selections.</td>
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<tr>
<td>Kindergarten (MU:Pr4.1.K)</td>
<td>With guidance, demonstrate and state personal interest in varied musical selections.</td>
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<tr>
<td>1st Grade (MU:Pr4.1.1)</td>
<td>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</td>
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<tr>
<td>2nd Grade (MU:Pr4.1.2)</td>
<td>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and purpose.</td>
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<tr>
<td>3rd Grade (MU:Pr4.1.3)</td>
<td>Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form) in selected music for performance.</td>
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<tr>
<td>4th Grade (MU:Pr4.1.4)</td>
<td>Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in selected music for performance.</td>
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<tr>
<td>5th Grade (MU:Pr4.1.5)</td>
<td>Explain how the selection of music to perform is influenced by personal interest, knowledge, context, and purpose.</td>
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<tr>
<td>6th Grade (MU:Pr4.1.6)</td>
<td>Explain how the selection of music to perform is influenced by personal interest, knowledge, context, and purpose.</td>
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<tr>
<td>7th Grade (MU:Pr4.1.7)</td>
<td>Apply collaboratively-developed criteria for selecting music for contrasting styles for a program with a specific purpose and/or context and explain why each was chosen.</td>
</tr>
<tr>
<td>8th Grade (MU:Pr4.1.8)</td>
<td>Apply collaboratively-developed criteria for selecting music for contrasting styles for a program with a specific purpose and/or context and explain why each was chosen.</td>
</tr>
</tbody>
</table>

### Select

- With substantial guidance, demonstrate and state preference for varied musical selections.
- With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and purpose.
- Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form) in selected music for performance.
- Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in selected music for performance.
- Explain how the selection of music to perform is influenced by personal interest, knowledge, context, and purpose.
- Apply collaboratively-developed criteria for selecting music for contrasting styles for a program with a specific purpose and/or context and explain why each was chosen.

### 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?**

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<tr>
<td>Pre K (MU:Pr4.2.PK)</td>
<td>With substantial guidance, explore and demonstrate awareness of musical contrasts.</td>
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<tr>
<td>Kindergarten (MU:Pr4.2.K)</td>
<td>With limited guidance, demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</td>
</tr>
<tr>
<td>1st Grade (MU:Pr4.2.1)</td>
<td>Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in selected music for performance.</td>
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<tr>
<td>2nd Grade (MU:Pr4.2.2)</td>
<td>Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in selected music for performance.</td>
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<tr>
<td>3rd Grade (MU:Pr4.2.3)</td>
<td>Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in selected music for performance.</td>
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<tr>
<td>4th Grade (MU:Pr4.2.4)</td>
<td>Explain how the selection of music to perform is influenced by personal interest, knowledge, context, and purpose.</td>
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<td>7th Grade (MU:Pr4.2.7)</td>
<td>Apply collaboratively-developed criteria for selecting music for contrasting pieces of music selected for performance, explaining how the elements of music are used in each program.</td>
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<tr>
<td>8th Grade (MU:Pr4.2.8)</td>
<td>Apply collaboratively-developed criteria for selecting music for contrasting pieces of music selected for performance, explaining how the elements of music are used in each program.</td>
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### Analyze

- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
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- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
- Describe how context (such as personal and social) informs a performance.
- Explain how context (such as social and cultural) informs a performance.
- Explain how context (such as social, cultural, and historical) informs a performance.
- Identify how cultural and historical context informs performances and result in different music interpretations.
- Identify how cultural and historical context informs performances and result in different musical effects.
- Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each program.
- When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
Rehearse, Evaluate and Refine

**Interpret**

Tempo)

Dynamics

Voice quality,

Music's

Personal, peer, and
guidance

Performances

What they like about

and

A Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

A Perform a selected piece of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

A Perform contrasting pieces of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Question(s): How do performers interpret musical works?**

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

**Perfoming**

Pre K Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th HS Proficient HS Accomplished HS Advanced

A With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

A Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

A Demonstrate and explain how intent is conveyed through expressive qualities (such as dynamics and tempo).

A Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

A Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

A Perform a selected piece of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style) convey intent.

A Perform contrasting pieces of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

A Perform contrasting pieces of music demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

**Pre K Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th HS Proficient HS Accomplished HS Advanced**

A With substantial guidance, explore and demonstrate what they like about their own performances.

A With guidance, apply personal, teacher, and peer feedback to refine performances.

A - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

A - Apply teacher-provided criteria and collaboratively-developed criteria to evaluate accuracy of ensemble and personal performances.

A - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

A Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when the music is ready to perform.

A Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

A With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

A With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

A - Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.

A Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

A Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

A Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

A Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.
Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
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?

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<td>etiquette appropriate for venue, purpose, context, and style.</td>
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## Essential Question(s): How do individuals choose music to experience?

With substantial guidance (MU:Re7.2.PK) (MU:Re7.2.K) (MU:Re7.2.1) (MU:Re7.2.2) (MU:Re7.2.3) (MU:Re7.2.4) (MU:Re7.2.5) (MU:Re7.2.6) (MU:Re7.2.7) (MU:Re7.2.8)

Enduring Understanding: Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.

With limited guidance (MU:Re7.1.PK) (MU:Re7.1.K) (MU:Re7.1.1) (MU:Re7.1.2) (MU:Re7.1.3) (MU:Re7.1.4) (MU:Re7.1.5) (MU:Re7.1.6) (MU:Re7.1.7) (MU:Re7.1.8)

## Responses

### Analyze

- **Pre K Kindergarten**
  - Demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- **1st (MU:Re7.2.1)**
  - Describe how specific music concepts are used to support a specific purpose in music.
- **2nd (MU:Re7.2.2)**
  - Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
- **3rd (MU:Re7.2.3)**
  - Demonstrate how responses to music are informed by the use of the elements of music, and context (such as social and historical).
- **4th (MU:Re7.2.4)**
  - Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- **5th (MU:Re7.2.5)**
  - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- **6th (MU:Re7.2.6)**
  - Identify the context of music from a variety of genres, cultures, and historical periods.
- **7th (MU:Re7.2.7)**
  - Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- **8th (MU:Re7.2.8)**
  - Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

### Select

- **Pre K Kindergarten**
  - With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.
- **1st (MU:Re7.2.1)**
  - With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- **2nd (MU:Re7.2.2)**
  - Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- **3rd (MU:Re7.2.3)**
  - Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- **4th (MU:Re7.2.4)**
  - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- **5th (MU:Re7.2.5)**
  - Select or choose contrasting music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- **6th (MU:Re7.2.6)**
  - Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.
- **7th (MU:Re7.2.7)**
  - Select or choose contrasting music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
- **8th (MU:Re7.2.8)**
  - Demonstrate the connections to an interest or experience for a specific purpose.
## 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?

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

- **Pre K Kindergarten** (MU:Re8.1.K)
  - With limited guidance, explore music’s expressive qualities (such as dynamics and tempo).  
  - With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo), and they support creators’/performers’ expressive intent.
  - Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent.

- **1st Grade** (MU:Re8.1.1)
  - Demonstrate and describe how the expressive qualities (such as dynamics, tempo, and timbre) that reflect creators’/performers’ expressive intent.
  - Demonstrate how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ interpretations to reflect expressive intent.

- **2nd Grade** (MU:Re8.1.2)
  - Demonstrate how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ interpretations to reflect expressive intent.

- **3rd Grade** (MU:Re8.1.3)
  - Demonstrate how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ interpretations to reflect expressive intent.

- **4th Grade** (MU:Re8.1.4)
  - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) that reflect creators’/performers’ expressive intent.

- **5th Grade** (MU:Re8.1.5)
  - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ interpretations to reflect expressive intent.

- **6th Grade** (MU:Re8.1.6)
  - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ interpretations to reflect expressive intent.

- **7th Grade** (MU:Re8.1.7)
  - Describe a personal interpretation of contrasting programs of music and explain how creators’ or performers’ apply the elements of music and expressive qualities, within genres and cultural, historical context, to convey expressive intent.

- **8th Grade** (MU:Re8.1.8)
  - Describe a personal interpretation of contrasting programs of music and explain how creators’ or performers’ apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

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## 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)?

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

- **Pre K Kindergarten** (MU:Re9.1.K)
  - With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).
  - With guidance, talk about personal and expressive preferences in music.
  - With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.  
  - Apply personal and expressive preferences in the evaluation of music.

- **1st Grade** (MU:Re9.1.1)
  - Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

- **2nd Grade** (MU:Re9.1.2)
  - Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

- **3rd Grade** (MU:Re9.1.3)
  - Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

- **4th Grade** (MU:Re9.1.4)
  - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

- **5th Grade** (MU:Re9.1.5)
  - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

- **6th Grade** (MU:Re9.1.6)
  - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

- **7th Grade** (MU:Re9.1.7)
  - Apply teacher-provided criteria to evaluate musical works or performances.

- **8th Grade** (MU:Re9.1.8)
  - Apply appropriate personally-developed criteria to evaluate musical works or performances.
<table>
<thead>
<tr>
<th>Pre K (MU:Cn10.0.PK)</th>
<th>Kindergarten (MU:Cn10.0.1)</th>
<th>1st (MU:Cn10.0.2)</th>
<th>2nd (MU:Cn10.0.3)</th>
<th>3rd (MU:Cn10.0.4)</th>
<th>4th (MU:Cn10.0.5)</th>
<th>5th (MU:Cn10.0.6)</th>
<th>6th (MU:Cn10.0.7)</th>
<th>7th (MU:Cn10.0.8)</th>
<th>8th (MU:Pr10.0.9)</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</td>
<td><strong>Music:</strong></td>
<td><strong>Pre-K,</strong> <strong>K,</strong> and <strong>1st grades:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>2nd grade:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>3rd grade:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>4th grade:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>5th grade:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>6th grade:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>7th grade:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>8th grade:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>Connect:</strong></td>
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<tr>
<td><strong>Performance:</strong> With substantial guidance, demonstrate and state personal choices in varied musical selections.</td>
<td><strong>Create:</strong></td>
<td><strong>Pre-K,</strong> <strong>K,</strong> and <strong>1st grades:</strong> Demonstrate substantial guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>2nd grade:</strong> Demonstrate minimal guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>3rd grade:</strong> Demonstrate minimal guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>4th grade:</strong> Demonstrate minimal guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>5th grade:</strong> Demonstrate minimal guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>6th grade:</strong> Demonstrate minimal guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>7th grade:</strong> Demonstrate minimal guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>8th grade:</strong> Demonstrate minimal guidance, choose musical ideas that represent expressive intent.</td>
<td><strong>Reflect:</strong></td>
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<td><strong>Interpretation:</strong> With minimal guidance, choose and explain personal reasons for selecting musical ideas that represent expressive intent.</td>
<td><strong>Express:</strong></td>
<td><strong>Pre-K,</strong> <strong>K,</strong> and <strong>1st grades:</strong> Convey musical ideas with an effective beginning, middle, and ending.</td>
<td><strong>2nd grade:</strong> Convey musical ideas with an effective beginning, middle, and ending.</td>
<td><strong>3rd grade:</strong> Convey musical ideas with an effective beginning, middle, and ending.</td>
<td><strong>4th grade:</strong> Convey musical ideas with an effective beginning, middle, and ending.</td>
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<td><strong>7th grade:</strong> Convey musical ideas with an effective beginning, middle, and ending.</td>
<td><strong>8th grade:</strong> Convey musical ideas with an effective beginning, middle, and ending.</td>
<td><strong>Interpret:</strong></td>
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<tr>
<td><strong>Composition:</strong> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
<td><strong>Collaborate:</strong></td>
<td><strong>Pre-K,</strong> <strong>K,</strong> and <strong>1st grades:</strong> Connect understanding of expressive qualities (such as dynamics and tempo) and how composers use them to convey expressive intent.</td>
<td><strong>2nd grade:</strong> Connect understanding of expressive qualities (such as dynamics and tempo) and how composers use them to convey expressive intent.</td>
<td><strong>3rd grade:</strong> Connect understanding of expressive qualities (such as dynamics and tempo) and how composers use them to convey expressive intent.</td>
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<td><strong>7th grade:</strong> Connect understanding of expressive qualities (such as dynamics and tempo) and how composers use them to convey expressive intent.</td>
<td><strong>8th grade:</strong> Connect understanding of expressive qualities (such as dynamics and tempo) and how composers use them to convey expressive intent.</td>
<td><strong>Develop:</strong></td>
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<td><strong>Application:</strong> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain how each was chosen.</td>
<td><strong>Evaluate:</strong></td>
<td><strong>Pre-K,</strong> <strong>K,</strong> and <strong>1st grades:</strong> Apply self-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.</td>
<td><strong>2nd grade:</strong> Apply self-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.</td>
<td><strong>3rd grade:</strong> Apply self-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.</td>
<td><strong>4th grade:</strong> Apply self-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.</td>
<td><strong>5th grade:</strong> Apply self-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.</td>
<td><strong>6th grade:</strong> Apply self-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.</td>
<td><strong>7th grade:</strong> Apply self-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.</td>
<td><strong>Synthesize:</strong></td>
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**Secondary Focuses:**
- **MU:** Musicianship
- **Pr:** Performances
- **Cr:** Compositions
- **Ps:** Pedagogical Strategies

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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 enables 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

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

### Kindergarten

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

### 1st Grade

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
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### 2nd Grade

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
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### 3rd Grade

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
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### 4th Grade

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
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### 5th Grade

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
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### 6th Grade

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
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- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

### 7th Grade

- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
- **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

### 8th Grade

- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**

### HS Proficient

- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**

### HS Accomplished

- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**

### HS Advanced

- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
- **Connect to specific interests or experiences for a specific purpose.**
| MU:Re7.2.1a | 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:Re7.2.2a | Demonstrate how specific music concepts are used to support a specific purpose in music. |
| MU:Re7.2.3a | Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). |
| MU:Re7.2.4a | Demonstrate and explain 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:Re7.2.5a | Demonstrate and explain 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:Re7.2.6b | Identify the context of music from a variety of genres, cultures, and historical periods. |
| MU:Re7.2.7b | Identify and compare the context of music from a variety of genres, cultures, and historical periods. |
| MU:Re7.2.8b | Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. |

| MU:Re9.1.1a | With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. |
| MU:Re9.1.2a | Apply personal and expressive preferences in the evaluation of music for specific purposes. |
| MU:Re9.1.3a | Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. |
| MU:Re9.1.4a | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. |
| MU:Re9.1.5a | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. |
| MU:Re9.1.6a | Apply teacher-provided criteria to evaluate musical works or performances. |
| MU:Re9.1.7a | Select from teacher-provided criteria to evaluate musical works or performances. |
| MU:Re9.1.8a | Apply appropriate personally-developed criteria to evaluate musical works or performances. |