| Anchor Standard 1: Generate and conceptualize artistic ideas and work. |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Essential Question(s): How do musicians generate creative ideas? |

Pre K Kindergarten  
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3rd  
4th  
5th  
6th  
7th  
8th  
HS Proficient  
HS Accomplished  
HS Advanced

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</thead>
<tbody>
<tr>
<td>a With substantial guidance, explore and experience a variety of music.</td>
<td>b With guidance, generate musical ideas (such as movements or motives).</td>
<td>a With guidance, create musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</td>
<td>b With limited guidance, generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</td>
<td>a Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</td>
<td>b Generate musical ideas (such as rhythms and melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</td>
<td>b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</td>
<td>a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</td>
<td>a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within AB and ABA forms that convey expressive intent.</td>
</tr>
<tr>
<td>a With substantial guidance, explore and experience music.</td>
<td>b With limited guidance, explore and experience music concepts (such as beat and melodic contour).</td>
<td>a Generate rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</td>
<td>b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</td>
<td>a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</td>
<td>b Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</td>
<td>b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</td>
<td>a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</td>
<td>a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within AB and ABA forms that convey expressive intent.</td>
</tr>
</tbody>
</table>
Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Plan and Make

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.

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?**

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<tr>
<th>Grade</th>
<th>Pre K</th>
<th>Kindergarten</th>
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<td>(MU:Cr3.2.7)</td>
<td>(MU:Cr3.2.8)</td>
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<tr>
<td>Present</td>
<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 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</td>
<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 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 an effective beginning, middle, and ending, 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 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 an effective beginning, middle, and ending, and convey expressive intent.</td>
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## Music

### 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>Pre K (MU:Pr4.1.PK)</th>
<th>Kindergarten (MU:Pr4.1.K)</th>
<th>1st (MU:Pr4.1.1)</th>
<th>2nd (MU:Pr4.1.2)</th>
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<tbody>
<tr>
<td>a With substantial guidance, demonstrate and state preference for varied musical selections.</td>
<td>a With guidance, demonstrate and state preference for varied musical selections.</td>
<td>a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</td>
<td>a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</td>
<td>a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</td>
<td>a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</td>
<td>a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</td>
<td>a Apply criteria for selecting music to perform for a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
<td>a Apply collaboratively-developed criteria for selecting music to perform for a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
<td>a Apply personally-developed criteria for selecting music to perform for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
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#### 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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<thead>
<tr>
<th>Pre K (MU:Pr4.2.PK)</th>
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<tbody>
<tr>
<td>a With substantial guidance, explore and demonstrate awareness of music contrasts (such as loud/soft, high/low, fast/slow, same/different) in a variety of music selected for performance.</td>
<td>a With guidance, explore and demonstrate awareness of music contrasts (such as loud/soft, high/low, fast/slow, same/different) in a variety of music selected for performance.</td>
<td>a Demonstrate knowledge of music concepts (such as pitch, rhythm, meter, and form) in a variety of cultures selected for performance.</td>
<td>a Demonstrate understanding of the structure in music selected for performance.</td>
<td>a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</td>
<td>a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</td>
<td>a Explain why each was chosen.</td>
<td>a Apply collaboratively-developed criteria for selecting music to perform for a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
<td>a Apply personally-developed criteria for selecting music to perform for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
<td>a Apply collaboratively-developed criteria for selecting music to perform for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</td>
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### Analyze

- b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation.
- b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
- c Describe how context (such as personal and social) informs a performance.
- c Explain how context (such as personal, social, and cultural) informs a performance.
- c Identify how cultural and historical context inform performances and result in different music interpretations.
- c Identify how cultural and historical context inform performances and result in different musical effects.

### Perform

- a With substantial guidance, demonstrate and state preference for varied musical selections.
- a With guidance, demonstrate and state preference for varied musical selections.
- a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
- a Apply criteria for selecting music to perform for a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- a Apply collaboratively-developed criteria for selecting music to perform for a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- a Apply personally-developed criteria for selecting music to perform for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
### Enduring Understanding:
Performers make interpretive decisions based on their understanding of context and expressive intent.

### Essential Question(s):
How do musicians improve the quality of their performance?

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

#### Perform (interpreting)
- **Pre K - Kindergarten**
  - With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo).  
  - With substantial guidance, describe music’s expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

#### Perform (collaborating)
- **Pre K - Kindergarten**
  - With substantial guidance, demonstrate how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).  
  - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).  
  - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

#### Perform (creating)
- **Pre K - Kindergarten**
  - Apply teacher-provided criteria (such as 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.
### 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?

<table>
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<tbody>
<tr>
<td>a With substantial guidance, perform music with expression.</td>
<td>a With guidance, perform music with expression.</td>
<td>a Perform music for a specific purpose with expression and technical accuracy.</td>
<td>a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</td>
<td>a Perform music with technical accuracy and stylistic expression to convey the creator’s intent.</td>
<td>a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.</td>
<td>a Perform the music with technical accuracy to convey the creator’s intent.</td>
<td>a Perform the music with technical accuracy and appropriate interpretation.</td>
<td>a Demonstrate performance decorum and audience etiquette appropriate for the context, genre, and style.</td>
<td>a Demonstrate performance decorum and audience etiquette appropriate for the context, genre, and style.</td>
<td>a Perform appropriately for the audience.</td>
<td>a Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</td>
<td>a Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</td>
</tr>
</tbody>
</table>

**Present**

**Performing**

Present

**Performing**

Present
### Essential Question(s): How do individuals choose music to experience?

Duration: 5-10 minutes. 

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

**Anchor Standard 7: Perceive and analyze artistic work**

**Essential Question(s): How do individuals choose music to experience?**

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

**Anchor Standard 7: Perceive and analyze artistic work**

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<tr>
<td>a With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</td>
<td>a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</td>
<td>a With limited guidance, identify personal interests and experiences and demonstrate why they prefer some music selections over others.</td>
<td>a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</td>
<td>a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or contexts.</td>
<td>a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</td>
<td>a Select or choose contrasting music to listen to and explain the connections to specific interests or experiences for a specific purpose.</td>
<td>a Select or choose contrasting music to listen to and explain the connections to specific interests or experiences for a specific purpose.</td>
<td>a Demonstrate, contrasting music to listen to and explain the connections to specific interests or experiences for a specific purpose.</td>
<td>a Demonstrate, contrasting music to listen to and explain the connections to specific interests or experiences for a specific purpose.</td>
</tr>
</tbody>
</table>

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question(s): How does understanding the structure and context of music inform response?**

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Anchor Standard 7: Perceive and analyze artistic work**

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<tr>
<td>a With substantial guidance, explore musical contrasts in music.</td>
<td>a With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</td>
<td>a With limited guidance, demonstrate how specific music concepts are used to support a specific purpose in music.</td>
<td>a 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).</td>
<td>a 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).</td>
<td>a Demonstrate and explain, citing evidence, how responses to music are informed by the use of the elements of music, and context (such as social, cultural, and historical).</td>
<td>a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</td>
<td>a Compare how the elements of music and expressive qualities relate to the structure within programs of music.</td>
<td>a Identify the context of music from a variety of genres, cultures, and historical periods.</td>
<td>a Identify and compare the context of music from a variety of genres, cultures, and historical periods.</td>
</tr>
</tbody>
</table>
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 judge the quality of musical work(s) and performance(s)?

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

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 discern the musical creators' and performers' expressive intent?

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
<table>
<thead>
<tr>
<th>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</th>
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<tbody>
<tr>
<td>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</td>
</tr>
<tr>
<td>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</td>
</tr>
<tr>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
</tr>
<tr>
<td>b. Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.</td>
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<tr>
<td>c. Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.</td>
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<tr>
<td>d. Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.</td>
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<td>e. Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.</td>
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<td>f. Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.</td>
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<td>g. Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.</td>
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<tr>
<td>h. Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.</td>
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**Musical Selections**

- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
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- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.

**Score & Analysis**

- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
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- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.
- Demonstrate selected musical ideas for expressive intent to demonstrate originality, unity, and convey expressive intent.

**Performance**

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.
- Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.
- Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.
- Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.
- Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.
- Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.
- Demonstrate how musical ideas and music's expressive intent are influenced by personal interest, knowledge, context, and technical skill.

**Contextual Techniques**

- Connect the final version of their documented personal compositions, or arrangement, by 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.
- Connect the final version of their documented personal compositions, or arrangement, by 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.
- Connect the final version of their documented personal compositions, or arrangement, by 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.
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- Connect the final version of their documented personal compositions, or arrangement, by 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.
- Connect the final version of their documented personal compositions, or arrangement, by 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.
- Connect the final version of their documented personal compositions, or arrangement, by 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.
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:Cl11.0.PK)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Kindergarten (MU:Cl11.0.1)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

First Grade (MU:Cl11.0.2)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Second Grade (MU:Cl11.0.3)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Third Grade (MU:Cl11.0.4)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Fourth Grade (MU:Cl11.0.5)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Fifth Grade (MU:Cl11.0.6)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Sixth Grade (MU:Cl11.0.7)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Seventh Grade (MU:Cl11.0.8)
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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| MU:Re7.2.1a | With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used to support a specific purpose in music. |
| MU:Re7.2.2a | Demonstrate and explain how responses to music can be informed by the structure, the use of the elements of music, and context (such as social and historical) for specific purposes. |
| MU:Re7.2.3a | 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). |
| MU:Re7.2.4a | Demonstrate 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, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). |
| MU:Re7.2.6a | Identify the context of music from a variety of genres, cultures, and historical periods. |
| MU:Re7.2.7a | Identify and compare the context of music from a variety of genres, cultures, and historical periods. |
| MU:Re7.2.8a | 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. |