### 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?

#### Pre K Kindergarten

- With substantial guidance, explore and experience a variety of music.
- With guidance, explore and experience music concepts (such as beat and melodic contour).

#### 1st Grade

- With guidance, create musical ideas and musical ideas and describe connection to specific purpose and context (such as personal and social).
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

#### 2nd Grade

- With limited guidance, create musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).
- Generate simple rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

#### 3rd Grade

- With limited guidance, create musical patterns within the context of a given tonality (such as major and minor) and meter (such as duple and triple).
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

#### 4th Grade

- With limited guidance, create musical patterns within the context of a given tonality (such as major and minor) and meter (such as duple and triple).
- Generate simple rhythmic, melodic, and harmonic patterns within specific related tonalities, meters, and simple chord changes.

#### 5th Grade

- With limited guidance, create musical ideas (such as rhythms and melodies) and simple accompaniment patterns within specific related tonalities, meters, and simple chord changes.
- Generate simple rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

#### 6th Grade

- With limited guidance, create musical ideas (such as movements or motives).
- Generate simple rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

#### 7th Grade

- With limited guidance, create musical ideas (such as movements or motives).
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

#### 8th Grade

- With limited guidance, create musical ideas (such as movements or motives).
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
Present

a. With substantial guidance, share revised personal musical ideas with peers.

a. With guidance, demonstrate a final version of personal musical ideas to peers.

a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

a. Present the final version of personal musical ideas to others, and explain the connection to expressive intent.

a. Present the final version of personal created music to others, and explain the connection to expressive intent.

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.

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?
Music

### 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?

#### 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.

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## Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Essential Question(s): How do performers select repertoire?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td>With substantial guidance, demonstrate and state preference for varied musical selections.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>With guidance, demonstrate and state preference for varied musical selections.</td>
</tr>
<tr>
<td>1st</td>
<td>With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</td>
</tr>
<tr>
<td>2nd</td>
<td>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</td>
</tr>
<tr>
<td>3rd</td>
<td>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</td>
</tr>
<tr>
<td>4th</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>5th</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>6th</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>7th</td>
<td>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</td>
</tr>
<tr>
<td>8th</td>
<td>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</td>
</tr>
<tr>
<td>HS Proficient</td>
<td>Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain reasons for choices.</td>
</tr>
<tr>
<td>HS Accomplished</td>
<td>Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</td>
</tr>
<tr>
<td>HS Advanced</td>
<td>Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</td>
</tr>
</tbody>
</table>

### Analyze

- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form) in music selected for performance.
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form) in music selected for performance.
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form) in music selected for performance.
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form) in music selected for performance.
- Explain how contrasting pieces of music selected for performance are explained, explaining how the elements of music are used in each.
**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.**

<table>
<thead>
<tr>
<th>Pre K (MU:Pr5.1.PK)</th>
<th>Kindergarten (MU:Pr5.1.K)</th>
<th>1st (MU:Pr5.1.1)</th>
<th>2nd (MU:Pr5.1.2)</th>
<th>3rd (MU:Pr5.1.3)</th>
<th>4th (MU:Pr5.1.4)</th>
<th>5th (MU:Pr5.1.5)</th>
<th>6th (MU:Pr5.1.6)</th>
<th>7th (MU:Pr5.1.7)</th>
<th>8th (MU:Pr5.1.8)</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>a With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).</td>
<td>a With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).</td>
<td>a Demonstrate understanding of expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent.</td>
<td>a Demonstrate and describe music's expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent.</td>
<td>a Demonstrate and describe how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo).</td>
<td>a Demonstrate and explain how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo).</td>
<td>a Demonstrate and explain how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo).</td>
<td>a Demonstrate and explain how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo).</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>HS Proficient</td>
<td>HS Accomplished</td>
</tr>
</tbody>
</table>
**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.

**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>
<thead>
<tr>
<th>Pre K Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>a With substantial guidance, perform music with expression.</td>
<td>a With limited guidance, perform music for a specific purpose with expression and technical accuracy.</td>
<td>a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</td>
<td>a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</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 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, stylistic expression, and culturally authentic practices in music 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, stylistic expression, and culturally authentic practices in music 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, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.</td>
</tr>
<tr>
<td>b Perform appropriately for the audience.</td>
<td>b Demonstrate performance decorum and audience etiquette appropriate for the context and purpose.</td>
<td>b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</td>
<td>b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</td>
<td>b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</td>
<td>b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</td>
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<td></td>
</tr>
</tbody>
</table>

Present

**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?
### 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?

<table>
<thead>
<tr>
<th>Pre K (MU:Re7.1.PK)</th>
<th>Kindergarten (MU:Re7.2.K)</th>
<th>1st (MU:Re7.2.1)</th>
<th>2nd (MU:Re7.2.2)</th>
<th>3rd (MU:Re7.2.3)</th>
<th>4th (MU:Re7.2.4)</th>
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<th>7th (MU:Re7.2.7)</th>
<th>8th (MU:Re7.2.8)</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<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. Demonstrate how a specific concept (such as beat or melodic direction) is used in music.</td>
<td>a. With limited guidance, identify and demonstrate how specific music concepts are used to support a specific purpose in music.</td>
<td>a. Describe 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 how music connects to and is influenced by specific interests, experiences, or purposes.</td>
<td>a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or purposes.</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. Identify the context of music from a variety of genres, cultures, and historical periods.</td>
<td>b. Identify the context of music from a variety of genres, cultures, and historical periods.</td>
<td>b. Identify the context of music from a variety of genres, cultures, and historical periods.</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.

<table>
<thead>
<tr>
<th>Pre K (MU:Re7.2.PK)</th>
<th>Kindergarten (MU:Re7.2.K)</th>
<th>1st (MU:Re7.2.1)</th>
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<th>4th (MU:Re7.2.4)</th>
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<th>6th (MU:Re7.2.6)</th>
<th>7th (MU:Re7.2.7)</th>
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<td>a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</td>
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<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>
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<td>a. Demonstrate and explain how music connects to and is influenced by specific interests, experiences, or purposes.</td>
<td>a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or purposes.</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. Identify the context of music from a variety of genres, cultures, and historical periods.</td>
<td>b. Identify the context of music from a variety of genres, cultures, and historical periods.</td>
<td>b. Identify 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 discern the musical creators’ and performers’ expressive intent?**

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

<table>
<thead>
<tr>
<th>Pre K (MU:Re8.1.PK)</th>
<th>Kindergarten (MU:Re8.1.K)</th>
<th>1st (MU:Re8.1.1)</th>
<th>2nd (MU:Re8.1.2)</th>
<th>3rd (MU:Re8.1.3)</th>
<th>4th (MU:Re8.1.4)</th>
<th>5th (MU:Re8.1.5)</th>
<th>6th (MU:Re8.1.6)</th>
<th>7th (MU:Re8.1.7)</th>
<th>8th (MU:Re8.1.8)</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With limited guidance, apply personal and expressive preferences in the evaluation of music.</td>
<td>With guidance, talk about personal and expressive preferences in the evaluation of music.</td>
<td>a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</td>
<td>a. Apply personal and expressive preferences in the evaluation of music.</td>
<td>a. Evaluate musical works and performances, applying established criteria.</td>
<td>a. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</td>
<td>a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</td>
<td>a. Apply teacher-provided criteria to evaluate musical works or performances.</td>
<td>a. Select from teacher-provided criteria to evaluate musical works or performances.</td>
<td>a. Apply appropriate personally-developed criteria to evaluate musical works or performances.</td>
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</tr>
<tr>
<td>b. Demonstrate how the expressive qualities (such as dynamics, tempo, and articulation) used in performers’ and personal interpretations reflect expressive intent.</td>
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<td>Demonstrate and explain how the expressive qualities (such as dynamics, tempo, articulation) used in performers’ and personal interpretations to reflect expressive intent.</td>
<td>Demonstrate and explain how the expressive qualities (such as dynamics, tempo, tempo, and articulation) used in performers’ and personal interpretations to reflect expressive intent.</td>
<td>Demonstrate and explain how the expressive qualities (such as dynamics, tempo, articulation) used in performers’ and personal interpretations to reflect expressive intent.</td>
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</tr>
<tr>
<td>c. Explain how the expressive qualities (such as dynamics, tempo, and articulation) used in performers’ and personal interpretations reflect expressive intent.</td>
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</tbody>
</table>
### Music

**Essential Question(s):** How do musicians make meaningful connections to creating, performing, and responding?

- MU:Cn10.1.PK
- MU:Cr3.2.1a
- MU:Cr3.2.2a
- MU:Cr3.2.3a
- MU:Pr4.1.3a
- MU:Pr4.1.6a
- MU:Pr4.3.2a
- MU:Pr4.3.3a
- MU:Pr4.3.4a
- MU:Pr4.3.5a
- MU:Pr4.3.6a
- MU:Cr2.1.3a
- MU:Cr2.1.4a
- MU:Cr2.1.5a
- MU:Cr2.1.7a
- MU:Cr3.2.7a
- MU:Cr3.2.8a
- MU:Cr3.2.9a

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**Pre K** (MU:Cn10.1.PK)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**Kindergarten** (MU:Cr3.2.1a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**1st Grade** (MU:Cr3.2.2a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**2nd Grade** (MU:Cr3.2.3a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**3rd Grade** (MU:Pr4.1.3a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**4th Grade** (MU:Pr4.3.2a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**5th Grade** (MU:Pr4.3.3a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**6th Grade** (MU:Pr4.3.4a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**7th Grade** (MU:Pr4.3.5a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**8th Grade** (MU:Pr4.3.6a)

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

---

**HS Proficient**

- Select, arrange, and develop personal musical ideas for arrangements, settings, and compositions within expanded forms that demonstrate tension and variety, and balance, and convey expressive intent.

**HS Accomplished**

- Select, arrange, develop, and document personal musical ideas for arrangements, settings, and compositions within expanded forms that demonstrate tension and variety, and balance, and convey expressive intent.

**HS Advanced**

- Select, arrange, develop, and document personal musical ideas for arrangements, settings, and compositions within expanded forms that demonstrate tension and variety, and balance, and convey expressive intent.
MU:Re7.1.3a Demonstrate how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.1.5a Demonstrate how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connection to an interest or experience for a specific purpose.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Re7.1.1a Demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.1.2a Demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.1.3a Demonstrate how the intent is conveyed through expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) and interpretive decisions for a specific purpose.

MU:Re7.1.4a Demonstrate how selected pieces of music demonstrating their personal interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Re7.1.5a Demonstrate how interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Re7.1.6a Demonstrate how selected pieces of music demonstrating their personal interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used to support a specific purpose in music. Describe how specific music concepts are used to support a specific purpose in music.

Demonstrate and describe how responses to music can be informed by the structure, the use of the elements of music, and context (such as social and cultural) and the use of the elements of music, and context (such as social, cultural, and historical) and the use of the elements of music, and context (such as social, cultural, and historical) and the use of the elements of music, and context (such as social, cultural, and historical).

Identify the context of music from a variety of genres, cultures, and historical periods.

Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.