**Discipline**: Music **Artistic Process**: Creating **Anchor Standard**: Generate and conceptualize artistic ideas and work. **Process Component:** Imagine **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question: How do musicians generate creative ideas? 2<sup>nd</sup> 3rd Kindergarten MU:Cr1.1.K MU:Cr1.1.1 MU:Cr1.1.2 MU:Cr1.1.3 a. With guidance, explore and a. With limited guidance, create a. Improvise (for self and/or others) a. Improvise (for self and/or others) rhythmic and melodic patterns and experience music concepts (such as beat musical ideas (such as answering a rhythmic and melodic ideas, and and melodic contour). musical question) for a specific purpose. musical ideas for a specific purpose. describe connection to specific **purpose** and **context** (such as b. With guidance, generate musical **b.** With **guidance**, generate **musical b.** Generate **musical** patterns and personal and social). ideas within the context of a given ideas (such as movements or motives) ideas (such as movements or motives). in various meters and tonalities. tonality (such as major, minor, **b.** Generate **musical** *ideas* (such as pentatonic, etc.) and meter (such as rhythms and melodies) within a duple and triple). given tonality and/or meter. 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> MU:Cr1.1.4 MU:Cr1.1.5 MU:Cr1.1.6 MU:Cr1.1.7 MU:Cr1.1.8 a. Improvise (for self and/or **a.** Improvise (for self and/or others) rhythmic, melodic, and others) rhythmic, melodic, and others) rhythmic, melodic, others) rhythmic, melodic, others) rhythmic, melodic, and and harmonic ideas and and harmonic ideas and harmonic ideas and variations harmonic ideas, and explain harmonic ideas, and explain connection to specific purpose connection to specific purpose justify connection to specific variations over harmonic over harmonic and context (such as social and and context (such as social, accompaniments and justify accompaniments and defend purpose. **connection** to specific **connection** to specific cultural). cultural, and historical). **b.** Within specified forms purpose. purpose. (such as ABA, rondo, etc.), **b.** Generate **musical ideas** (such **b.** Generate **musical ideas** as rhythms, melodies, and (such as rhythms, melodies, generate simple rhythmic, **b.** Within specified forms **b.** Using expanded forms *simple accompaniment patterns)* and accompaniment patterns) melodic, and harmonic (such as rondo, theme, (including introductions, within *related* tonalities (such as within specific related *phrases* that convey variations, etc.), generate transitions, codas, etc.), tonalities, meters, and simple simple rhythmic, melodic, generate simple rhythmic, major and minor) and meters. expressive intent. chord changes. and harmonic *phrases* over melodic, and harmonic phrases

harmonic accompaniments.

that convey expressive intent.

Discipline: Music Artistic Process: Creating

Anchor Standard: Organize and develop artistic ideas and work

**Process Component:** Plan and Make

**Enduring Understanding**: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question(s)**: How do musicians make creative decisions?

Kindergarten MU:Cr2.1.K	MU:0	r2.1.1	M	2 <sup>nd</sup> MU:Cr2.1.2 MU		3 <sup>rd</sup> MU:Cr2.1.3
a. With guidance, demonstrate choose favorite musical ideas. b. With guidance, organize permusical ideas using iconic not and/or recording technology.	demonstrate and a reasons for selecting that represent expr	iscuss personal g musical ideas essive intent. dance, use iconic n and/or recording ment and organize	for music that represent expressive intent.  b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.		<ul> <li>a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</li> <li>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</li> </ul>	
4 <sup>th</sup> MU:Cr2.1.4	5 <sup>th</sup> MU:Cr2.1.5				8 <sup>th</sup> MU:Cr2.1.8	
a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.  b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	a. Demonstrate selected an developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.  b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic melodic, and two-chord harmonic musical ideas.	and document p ideas for arrang compositions we form that demo effective beginn ending, and con- intent.  b. Use standard notation and/or recording to doc	ersonal musical gements and/or ithin AB or ABA instrate an ing, middle, and vey expressive and/or iconic audio/ video cument personal exphrases, or, and two-chord	a. Select, organize, develop document personal musical ideas for arrangements, som and compositions within AI ABA, or theme and variation forms that demonstrate unit and variety and convey expressive intent.  b. Use standard and/or icor notation and/or audio/ video recording to document person simple rhythmic phrases, melodic phrases, and harmo sequences.		<ul> <li>a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</li> <li>b. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</li> </ul>

Discipline: Music Artistic Process: Creating

Anchor Standard: Refine and complete artistic work.

**Process Component:** Evaluate and Refine

**Enduring Understanding**: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question(s)**: How do musicians improve the quality of their creative work?

Kindergarten		1 <sup>st</sup>			2 <sup>nd</sup>	3 <sup>rd</sup>	
MU:Cr3.1.K MU:Cr3.		1.1 MU:C		MU:Cr3.1.2	MU:Cr3.1.3		
<b>a.</b> With <b>guidance</b> , <i>apply</i> personal, and teacher feedback in <b>refining</b> personal <b>musical ideas</b> .	rsonal musical ideas.  feedback to refine perso ideas.		d teacher	and teacher feedback to revise  personal music.		a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.	
4 <sup>th</sup>		5 <sup>th</sup>	6 <sup>th</sup>	•	7 <sup>th</sup>	8 <sup>th</sup>	
MU:Cr3.1.4		MU:Cr3.1.5	MU:Cr3	3.1.6	MU:Cr3.1.7	MU:Cr3.1.8	
a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.	docum person teach collab criter	a. Evaluate personal applying teacher-provided and selected elements of an and feedback, and an rationale for changes.  a. Evaluate personal applying teacher-provided and selected elements of and use of sound so and use of sound so making revisions to based on evaluation and feedback from teacher.		pprovided application of a of music, sources. Attionale for to the music on criteria	<ul> <li>a. Evaluate personal work applying selected criterial such as appropriate application of elements of music including style, for and use of sound sources.</li> <li>b. Describe the rationale for making revisions to the making revisions to the making revision to the ma</li></ul>	selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.  b. Describe the rationale for refining works by explaining the	

Discipline: Music Artistic Process: Creating

Anchor Standard: Refine and complete artistic work.

**Process Component:** Present

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?

TZ* 1		<b>4</b> st		Π	2 <sup>nd</sup>		3 <sup>rd</sup>
Kindergarten MU:Cr3.2.K		1 <sup>st</sup> MU:Cr3.2	_		2 MU:Cr3.2.2	MU:Cr3.2.3	
a. With guidance, demonstrate a final version of personal musical ideas to peers.  a. With limited guidance, expressive intent for a sp by presenting a final vers musical ideas to peers or audience.		specific purpose specific purpose by presenting a final version of personal musical ideas to peers or informal audience.		a. Present the final version of personal created music to others, and describe connection to expressive intent			
4 <sup>th</sup>		5 <sup>th</sup>	6 <sup>th</sup>	l	7 <sup>th</sup>		8 <sup>th</sup>
MU:Cr3.2.4		MU:Cr3.2.5	MU:Cr3.2.6		MU:Cr3.2.7		MU:Cr3.2.8
a. Present the final version of personal created music to others, and explain connection to expressive intent.	perso other	esent the final version of onal created music to see that demonstrates smanship, and explain ection to expressive at.	a. Present the fitheir documented composition and arrangement, uncraftsmanship at to demonstrate a beginning, middlending, and convexpressive intervals.	d personal d/or sing and originality n effective le, and vey	a. Present the final version their documented personal composition, song, and/off arrangement, using craftsmanship and origin to demonstrate unity and variety, and convey expressive intent.	l or nality	a. Present the final version of their documented personal composition, song, and/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.

**Discipline**: Music Artistic Process: Performing

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

**Process Component:** Select

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?

Kindergarten		1 <sup>st</sup>			$2^{\mathrm{nd}}$		$3^{\mathrm{rd}}$
MU:Pr4.1.K MU:Pr4		.1.1 MU:Pr4.1.2			MU:Pr4.1.3		
a. With guidance, demonstrate an		a. With limited guidan			rate and explain personal		emonstrate and explain how the
personal interest in varied musical		and discuss personal is	nterest in,		nowledge about, and	selec	ction of music to <b>perform</b> is
selections.		knowledge about, and	purpose of	<b>purpose</b> of v	varied musical selections.	influ	enced by personal interest,
		varied musical selection	ons.			know	vledge, <b>purpose</b> , and <b>context</b> .
4 <sup>th</sup>		5 <sup>th</sup>	6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>
MU:Pr4.1.4		MU:Pr4.1.5	MU:Pr4	.1.6	MU:Pr4.1.7		MU:Pr4.1.8
<b>a. Demonstrate</b> and explain how		onstrate and explain	a. Apply teacher-provided		a. Apply collaboratively-		a. Apply personally-developed
the selection of music to		selection of music to	criteria for selecting music to		developed criteria for		criteria for selecting music of
<b>perform</b> is influenced by	_	is influenced by	perform (formally or		selecting music of contras	-	contrasting styles for a program
personal interest, knowledge,		l interest, knowledge,	informally) for a specific		styles for a program with	a	with a specific <b>purpose</b> and/or
context, and technical skill.		text, as well as their	purpose and/or c		specific <b>purpose</b> and/or		context, and explain expressive
	-	l and others'	explain why each	was chosen.	context and, after discussi		qualities, technical challenges,
	technic	al skill.			identify expressive qualiti		and reasons for choices.
					technical challenges, and		
					reasons for choices.		
			l		l		

Discipline: Music Artistic Process: Performing

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

**Process Component:** Analyze

**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?

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
MU:Pr4.2.K	MU:Pr4.2.1	MU:Pr4.2.2	MU:Pr4.2.3
a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	<ul> <li>a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</li> <li>b. Perform rhythmic and melodic patterns.</li> </ul>	<ul> <li>a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</li> <li>b. Read and perform rhythmic and melodic patterns using iconic and/or standard notation.</li> </ul>	<ul> <li>a. Demonstrate understanding of the structure in music selected for performance.</li> <li>b. Read and perform rhythmic and melodic patterns using iconic and/or standard notation.</li> <li>c. Describe how context (such as personal and social) can inform a performance.</li> </ul>

Discipline: Music Artistic Process: Performing

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

Process Component: Analyze

**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?

4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
MU:Pr4.2.4	MU:Pr4.2.5	MU:Pr4.2.6	MU:Pr4.2.7	MU:Pr4.2.8
a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for	a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for	<ul> <li>a. Explain how understanding the structure and the elements of music are used in music selected for performance.</li> <li>b. Read and identify by name</li> </ul>	a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
<ul> <li>b. Read and perform rhythm and pitch using iconic and/or standard notation.</li> <li>c. Explain how context (such as social and cultural) informs a performance.</li> </ul>	<ul> <li>b. Read and perform rhythm and pitch using standard notation.</li> <li>c. Explain how context (such as social, cultural, and historical) informs performances.</li> </ul>	or function standard symbols for rhythm, pitch articulation, and dynamics.  c. Identify how cultural and historical context inform performances.	<ul> <li>b. Read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</li> <li>c. Identify how cultural and historical context inform performances and result in different music interpretations.</li> </ul>	<ul> <li>b. Sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</li> <li>c. Identity how cultural and historical context inform performances and result in different musical effects.</li> </ul>

Discipline: Music Artistic Process: Performing

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

**Process Component:** Interpret

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

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

Kindergarten 1st MU:Pr4.3.K MU:Pr4.3.1			2 <sup>nd</sup> MU:Pr4.3.2		3 <sup>rd</sup> MU:Pr4.3.3		
a. With guidance, demonstrate a of expressive qualities (such as v quality, dynamics, and tempo) the support the creators' expressive	voice expressive qualities (such as dynamics and tempo).		a. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.		a. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).		
4 <sup>th</sup>		5 <sup>th</sup> 6 <sup>th</sup>			7 <sup>th</sup>		8 <sup>th</sup>
MU:Pr4.3.4	]	MU:Pr4.3.5 MU:		3.6 MU:Pr4.3.7			MU:Pr4.3.8
a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	how inter through in and expre as dynam	astrate and explain at is conveyed interpretive decisions essive qualities (such nics, tempo, timbre, alation/style).	a. Perform a select music demonstratin interpretations of to of music and the-ex- qualities (such as d tempo, timbre, articulation/style, a phrasing) convey in	g how their the elements pressive ynamics,	a. Perform contrasting pie music demonstrating their interpretations of the elen of music and expressive qualities (such as dynamic tempo, timbre, articulation/style, and phrasing) convey intent.	nents	a. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

Discipline: Music Artistic Process: Performing

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

Process Component: Rehearse, Evaluate, Refine

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas,

persistence, and the application of appropriate criteria.

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

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
MU:Pr5.1.K	MU:Pr5.1.K MU:Pr5.1.1		MU:Pr5.1.3
<ul> <li>a. With guidance, apply personal, teacher, and peer feedback to refine music making.</li> <li>b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</li> </ul>	<ul> <li>a. With limited guidance, apply personal, teacher, and peer feedback to refine music making.</li> <li>b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</li> </ul>	<ul> <li>a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances (formal or informal).</li> <li>b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</li> </ul>	<ul> <li>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of group performances (formal or informal).</li> <li>b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</li> </ul>

4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
MU:Pr5.1.4	MU:Pr5.1.5	MU:Pr5.1.6	MU:Pr5.1.7	MU:Pr5.1.8
<ul> <li>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of individual and group performances (formal or informal).</li> <li>b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</li> </ul>	<ul> <li>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of individual and group performances (formal or informal).</li> <li>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</li> </ul>	a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece 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. Identify and apply <i>personally-developed</i> criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, <i>variety</i> , and interest) to rehearse, refine, and determine when the music is ready to perform.

Discipline: Music Artistic Process: Performing

Anchor Standard: Convey meaning through the presentation of artistic work

**Process Component:** Present

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture.

The context and how a work is presented influence the 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?

			1		1		
Kindergarten		1 <sup>st</sup>			2 <sup>nd</sup>		3 <sup>rd</sup>
MU:Pr6.1.K		MU:Pr6.1.1		MU:Pr6.1.2			MU:Pr6.1.3
<ul><li>a. With guidance, perform muse expression.</li><li>b. Perform appropriately for the (formal or informal) audience.</li></ul>	ę	for a specific <i>purpose</i> with <b>expression</b> . with <b>expression</b> and <b>b. Perform</b> appropriately for the ( <b>formal b. Perform</b> appropriately for the ( <b>formal</b>		n music for a specific purpose ession and technical accuracy.  n appropriately for the informal) audience and	b. D and	<ul> <li>a. Perform music with expression and technical accuracy.</li> <li>b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</li> </ul>	
4th		5th	6th		7th		8th
MU:Pr6.1.4		MU:Pr6.1.5	MU:Pr6.1.6		MU:Pr6.1.7		MU:Pr6.1.8
<ul> <li>a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</li> <li>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</li> </ul>	with oth technic appropriate b. Dem decoru etiquet	orm music, alone or mers, with expression, all accuracy, and riate interpretation.  constrate performance m and audience te appropriate for the te, venue, genre, and	a. Perform the mutechnical accuracy convey the creator b. Demonstrate performance deceas stage presence, behavior) and audetiquette appropriavenue and purpos	y to r's intent.  orum (such attire, and ience atte for	<ul> <li>a. Perform the music with technical accuracy and stylis expression to convey the creator's intent.</li> <li>b. Demonstrate performance decorum (such as stage presentatire, and behavior) and audience etiquette appropriation for venue, purpose, and contents.</li> </ul>	ence,	<ul> <li>a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</li> <li>b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</li> </ul>

Discipline: Music Artistic Process: Responding

Anchor Standard: Perceive and analyze artistic work.

**Process Component:** Select

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

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

		1				1	
Kindergarten		1 <sup>st</sup>			$2^{\mathrm{nd}}$		$3^{\mathrm{rd}}$
MU:Re7.1.K MU:Re7.		7.1.1	.1.1 MU:Re7.1.2		MU:Re7.1.3		
<b>a.</b> With <b>guidance</b> , <i>list</i> personal interest	ests and	a. With limited guida	nce, identify and	a. Demonstr	rate and <i>describe</i> how	a. Dem	onstrate and describe how
experiences and demonstrate reason	ıs	demonstrate how pers	sonal interests and	personal inte	erests and experiences	selected	d music connects to and is
behind musical preference.		experiences influence	musical selection	influence mu	usical selection for	influenc	ced by specific interests,
_		for specific <b>purposes</b> .		specific pur	poses.	experie	nces, or <b>purposes</b> .
						r	The Principle
4th		5th	6th		7th		8th
MU:Re7.1.4		MU:Re7.1.5	MU: Re	7.1.6	MU:Re7.1.7		MU:Re7.1.8
a. Demonstrate and explain how	a. Demo	onstrate and explain,	a. Select or choos	se music <b>for</b>	a. Select or choose		a. Select <i>programs</i> of music
selected music connects to and is	citing ev	vidence, how selected	listening and exp	lain the	contrasting music for		(such as a CD mix or live
influenced by specific interests,	music co	onnects to and is	connections to sp	pecific	listening and compare	the	performances) and demonstrate
experiences, <b>purposes</b> , or <b>contexts</b> .	influenced by specific		interests or experi	iences for a	connections to specific	c	the <b>connections</b> to an interest or
	interests	s, experiences,	specific purpose.		interests or experience	s for a	experience for a specific
		es, or contexts.			specific purpose.		purpose.
	r == r	, -			Transfer Park		* · · * · · · ·

Discipline: Music Artistic Process: Responding

Anchor Standard: Perceive and analyze artistic work.

**Process Component:** Analyze

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 a response?

specific music concept (such as beat or melodic direction) is used in music.  and identify concepts (s		e7.2.1 MU:Re7.2.2  ance, demonstrate a. Describe how specific music		e how specific music re used to support a specific	MU:Re7.2.3  a. Demonstrate and describe how a response to music can be informed by the structure of the music.	
4th MU:Re7.2.4  a. Demonstrate and explain how a response to music can be informed by its structure and the use of the elements of music.	5th MU:Re7.2.5  a. Demonstrate and explain, citing evidence, how a response to music are informed by context (such as social, cultural, and historical).	MU: Re7.2.5  MU: Re7.2.5  MU: Re7.2.6  a. Describe how the elements of music expressive qualities to the structure of pieces.		a. Categorize contrasting pieces using the elements of music.  b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.	<ul> <li>qualities relate to the structure within programs of music.</li> <li>b. Identify and compare the</li> </ul>	

Discipline: Music Artistic Process: Responding

Anchor Standard: Interpret intent and meaning in artistic work

**Process Component:** Interpret

**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?

Kindergarten MU:Re8.1.K  a. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.		MU:Re8.1.1  a. With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.		2nd MU:Re8.1.2  a. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.		3rd MU:Re8.1.3  a. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.	
MU:Re8.1.4		MU:Re8.1.5	MU: R	e8.1.6	MU:Re8.1.7		MU:Re8.1.8
a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	how the (such as timbre, used in persona	expressive qualities dynamics, tempo, and articulation) are performers' and l interpretations to expressive intent.	a. Describe a perinterpretation of creators' and perapplication of the music and exprequalities, within cultural and his context, convey intent.	of how rformers' ee elements of essive a genres and etorical	a. Describe a personal interpretation of contrat works and explain how creators' and performers' application of the elementary and expressive qualities, within genres, cultures, and historical periods, convey expressintent.	nts of	a. Support 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.

Discipline: Music Artistic Process: Responding

Anchor Standard: Apply criteria to evaluate artistic work.

**Process Component:** Evaluate

**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)?

Kindergarten MU:Re9.1.K  a. With guidance, apply personal and expressive preferences in the evaluation of music.		1st MU:Re9.1.1  a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.		preferences in the evaluation of music for specific purposes.  perj			3rd MU:Re9.1.3  a. Evaluate musical works and performances, applying established riteria, and describe appropriateness to the context.	
						perfo criter		
4th MU:Re9.1.4		5th MU:Re9.1.5	6th MU: Re9.	.1.6	7th MU:Re9.1.7		8th MU:Re9.1.8	
a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	and perf establish explain a context,	ormances, applying and criteria, and appropriateness to the citing evidence from tents of music.	a. Apply established to evaluate musical performances.		a. Select from among established criteria to even musical works or performances.	aluate	a. Apply appropriate  personally-developed  criteria to evaluate musical  works or performances.	

Discipline: Music Artistic Process: Connecting Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

**Process Component:** 

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

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

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
MU:Cn10.0.K	MU:Cn10.0.1	MU:Cn10.0.2	MU:Cn10.0.3
MU:Cn10.0.Ka Demonstrate	MU:Cn10.0.1a Demonstrate how	MU:Cn10.0.2a Demonstrate how	MU:Cn10.0.3a Demonstrate how interests,
how interests, knowledge, and	interests, knowledge, and skills relate	interests, knowledge, and skills relate to	knowledge, and skills relate to personal
skills relate to personal choices	to personal choices and intent when	personal choices and intent when	choices and intent when creating, performing
and intent when creating,	creating, performing, and responding	creating, performing, and responding to	and responding to music.
performing, and responding to	to music.	music.	
music.	End all almidite	Forballa I midling	Embedded within:
	Embedded within:	Embedded within:	
Embedded within:	MU:Cr2.1.1a With limited guidance,	MU:Cr2.1,2a Demonstrate and	MU:Cr2.1.3a Demonstrate selected musical
MU:Cr3.2.Ka With guidance,	demonstrate and discuss personal	explain personal reasons for selecting	ideas for a simple improvisation or
demonstrate a final version of	reasons for selecting musical ideas	patterns and ideas for their music that	composition to express intent, and describe
personal <b>musical ideas</b> to peers.	that represent expressive intent.	represent <b>expressive intent</b> .	connection to a specific purpose and context
personal musical ideas to peers.	inai represent expressive titlent.	represent expressive intent.	MU:Cr3.2.3a Present the final version of
MU:Pr4.1.Ka With guidance,	MU:Cr3.2.1a With limited	MU:Cr3.2.2a Convey expressive intent	created music for others, and describe
demonstrate and state personal	guidance, convey expressive intent	for a specific <b>purpose</b> by <b>presenting</b> a	· ·
interest in varied musical	for a specific <b>purpose</b> by <i>presenting</i> a	final version of personal musical ideas	connection to expressive intent.
selections.	final version of personal musical	to peers or informal audience.	MU:Pr4.1.3a Demonstrate and explain how
serections.	ideas to peers or informal audience.	to peers or injormal anatonee.	the selection of music to <b>perform</b> is influenced
MU:Pr4.3.Ka With guidance,	racias to peers or injormal authorice.	MU:Pr4.3.2a Demonstrate	by personal interest, knowledge, purpose, and
demonstrate awareness of	MU:Pr4.3.1a Demonstrate and	understanding of expressive qualities	context.
expressive qualities (such as	describe music's expressive qualities	(such as <b>dynamics</b> and <b>tempo</b> ) and how	context.
voice quality, <b>dynamics</b> , and	(such as <b>dynamics</b> and <b>tempo</b> ).	creators use them to convey expressive	MU:Pr4.3.3a Demonstrate and describe
tempo) that support the creators'		intent.	how <b>intent</b> is conveyed through <b>expressive</b>
expressive intent.	MU:Re7.1.1a With limited		qualities (such as dynamics and tempo).
_	guidance, identify and demonstrate	MU:Re7.1.2a Explain and	MU:Re7.1.3a Demonstrate and describe
	how personal interests and experiences	<b>demonstrate</b> how personal interests and	how selected music connects to and is
	influence musical selection for	experiences influence musical selection	influenced by specific interests, experiences,
	specific <b>purposes</b> .	for specific <b>purposes</b> .	or purposes.

Discipline: Music Artistic Process: Connecting

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

**Process Component:** 

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

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

4th	5th	6th	7th	8th
MU:Cn10.0.4	MU:Cn10.0.5	MU: Cn10.0.6	MU:Cn10.0.7	MU:Cn10.0.8
MU:Cn10.0.4  MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  Embedded within:  MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.  MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive	MU:Cn10.0.5  MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  Embedded within:  MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.  MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.	MU: Cn10.0.6  MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  Embedded within:  MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.  MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using	MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  Embedded within:  MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.  MU:Cr3.2.7a Present the final version of their	
intent. MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill.	craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

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

MU:Pr4.1.6a Apply teacherprovided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a **program** with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices. MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal **interpretations** of the elements of music and **expressive qualities** (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. 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:Pr4.1.8a Apply personally-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. MU:Pr4.3.8a *Perform* contrasting pieces of music, demonstrating as well as explaining how the music's **intent** is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). MU:Re7.1.8a Select *programs* of music (such as a CD mix or live performances) and demonstrate the connections to an interest or

experience for a specific

purpose.

Discipline: Music Artistic Process: Connecting

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

**Process Component:** 

**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?

Kindergarten	1 st	2 <sup>nd</sup>	3rd
MU:Cn11.0.K	MU:Cn11.0.1	MU:Cn11.0.2	MU:Cn11.0.3
MU:Cn11.0.Ka Demonstrate	MU-Co-11 0.1c Demonstrate and denotes the	MU:Cn11.0.2a Demonstrate	MU:Cn11.0.3a Demonstrate
	MU:Cn11.0.1a Demonstrate understanding		
understanding of relationships between	of relationships between music and the	understanding of relationships	understanding of relationships
music and the other arts, other	other arts, other disciplines, varied contexts,	between music and the other arts,	between music and the other arts,
disciplines, varied contexts, and daily	and daily life.	other disciplines, varied contexts,	other disciplines, varied contexts, and
life.	Embedded within:	and daily life.	daily life.
Embedded within:	Embedded within:	Embedded within:	Embedded within:
Embedded within:	MU:Cr1.1.1a With limited guidance,	Embedded within:	Embedded within:
MU:Pr4.2.Ka With guidance, explore	create musical ideas (such as answering a	MU:Cr1.1.2a Improvise rhythmic	MU:Cr1.1.3a Improvise rhythmic
and <b>demonstrate</b> awareness of music	musical question) for a specific purpose.	and melodic patterns and musical	and melodic ideas, and describe
contrasts (such as high/low, loud/soft,	MU:Pr4.2.1a With limited guidance,	<i>ideas</i> for a specific <b>purpose</b> .	connection to specific purpose and
same/different) in a variety of music	demonstrate knowledge of music concepts	MU:Pr4.2.2a Demonstrate	context (such as personal and social).
selected for performance.	(such as <b>beat</b> and <b>melodic contour</b> ) in	knowledge of music concepts (such	MU:Pr4.2.3c Describe how context
MU:Re7.2.Ka With guidance,	music from a variety of cultures selected	as tonality and meter) in music	(such as <b>personal</b> and <b>social</b> ) can
demonstrate how a specific music	for <b>performance</b> .	from a variety of <b>cultures</b> selected	inform a <b>performance</b> .
concept (such as beat or melodic	MU:Pr6.1.1a With limited guidance,	for <b>performance</b> .	MU:Pr6.1.3b Demonstrate
direction) is used in music.	<b>perform</b> music for a specific <i>purpose</i> with	MU:Pr6.1.2a Perform music for a	performance decorum and audience
MU:Re9.1.Ka With guidance, apply	expression.	specific <b>purpose</b> with <b>expression</b>	etiquette appropriate for the context
personal and expressive preferences in	MU:Re7.2.1a With limited guidance,	and technical accuracy.	and venue.
the evaluation of music.	demonstrate and identify how specific	MU:Re7.1.2a Describe how	MU:Re7.2.3a Demonstrate and
	music concepts (such as beat or pitch) is	specific music-concepts are used to	describe how a response to music can
	used in various styles of music for a	support a specific <b>purpose</b> in music.	be informed by the structure, the use
	purpose.	MU:Re9.1.2a Apply personal and	of the elements of music, and context
	MU:Re9.1.1a With limited guidance,	expressive preferences in the	(such as <b>personal</b> and <b>social</b> ).
	apply personal and expressive preferences	evaluation of music for specific	MU:Re9.1.3a Evaluate musical
	in the evaluation of music for specific	purposes.	works and performances, applying
	purposes.		established criteria, and describe
			appropriateness to the <b>context</b> .
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Discipline: Music Artistic Process: Connecting

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

**Process Component:** 

**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?

4th	5th	6th	7th	8th
MU:Cn11.0.4	MU:Cn11.0.5	MU: Cn11.0.6	MU:Cn11.0.7	MU:Cn11.0.8
MU:Cn11.0.4a Demonstrate	MU:Cn11.0.5a Demonstrate	MU:Cn11.0.6a Demonstrate	MU:Cn11.0.7a Demonstrate	MU:Cn11.0.8a Demonstrate
understanding of relationships	understanding of relationships	understanding of relationships	understanding of relationships	understanding of relationships
between music and the other	between music and the other	between music and the other	between music and the other	between music and the other
arts, other disciplines, varied	arts, other disciplines, varied	arts, other disciplines, varied	arts, other disciplines, varied	arts, other disciplines, varied
contexts, and daily life.	contexts, and daily life.	contexts, and daily life.	contexts, and daily life.	contexts, and daily life.
Embedded within:	Embedded within:	Embedded within:	Embedded within:	Embedded within:
MU:Cr1.1.4a Improvise	MU:Cr1.1.5a Improvise	MU:Cr1.1.6a Generate	MU:Cr1.1.7a Generate	MU:Cr1.1.8a Generate
rhythmic, melodic, and	rhythmic, melodic, and harmonic	simple rhythmic, melodic, and	rhythmic, melodic, and	rhythmic, melodic and
harmonic ideas, and explain	ideas, and explain <b>connection</b> to	harmonic phrases within AB	harmonic phrases and	harmonic <b>phrases</b> and
connection to specific purpose	specific <b>purpose</b> and <b>context</b>	and <b>ABA forms</b> that convey	variations over harmonic	harmonic accompaniments
and context (such as social and	(such as social, cultural, and	expressive intent.	accompaniments within AB,	within <i>expanded forms</i>
cultural).	historical).	MU:Pr4.2.6c Identify how	ABA, or theme and variation	(including introductions,
MU:Pr4.2.4c Explain how	MU:Pr4.2.5c	cultural and historical	forms that convey expressive	transitions, and codas) that
context (such as social and	Explain how context (such as	<b>context</b> inform the	intent.	convey <b>expressive intent</b> .
<i>cultural</i> ) informs a	social, cultural, and historical)	performances.	MU:Pr4.2.7c Identify how	MU:Pr4.2.8c Identity how
performance.	informs <b>performances</b> .	MU:Pr6.1.6b Demonstrate	cultural and historical	cultural and historical
MU:Pr6.1.4b Demonstrate	MU:Pr6.1.5b Demonstrate	performance decorum (such	context inform performance	context inform performance
performance decorum and	performance decorum and	as stage presence, attire, and	and results in different music	and results in different
audience etiquette appropriate	audience etiquette appropriate	behavior) and audience	interpretations.	musical effects.
for the <b>context</b> , <b>venue</b> , and	for the <b>context</b> , <b>venue</b> , <b>genre</b> ,	etiquette appropriate for	MU:Pr6.1.7b Demonstrate	MU:Pr6.1.8b Demonstrate
genre.	and style.	venue and purpose.	performance decorum (such	performance decorum (such
MU:Re7.2.4a Demonstrate and	MU:Re7.2.5a Demonstrate	MU:Re7.2.6b Identify the	as stage presence, attire, and	as stage presence, attire, and
explain how responses to music	and explain, citing evidence,	context of music from a	behavior) and audience	behavior) and audience
are informed by the structure,	how responses to music are	variety of <b>genres</b> , <b>cultures</b> ,	etiquette appropriate for	etiquette appropriate for
the use of the <b>elements of</b>	informed by the <b>structure</b> , the	and <b>historical periods</b> .	venue, purpose, and context.	venue, purpose, context, and
music, and context (such as	use of the <b>elements of music</b> ,			style.
social and <i>cultural</i> ).	and context (such as social,		MU:Re7.2.7bIdentify and	MU:Re7.2.8b Identify and
MU:Re9.1.4a Evaluate musical	cultural, and <i>historical</i> ).		compare the context of music	compare the <b>context</b> of

works and performances,	MU:Re9.1.5a Evaluate musical	MU:Re9.1.6a Apply	from a variety of genres,	<i>programs</i> of music from a
applying established criteria,	works and performances,	teacher-provided criteria to	cultures, and historical	variety of <b>genres</b> , <b>cultures</b> ,
and explain appropriateness to	applying established criteria,	evaluate musical works or	periods.	and historical periods.
the <b>context</b> .	and explain appropriateness to	performances.	MU:Re9.1.7a Select from	MU:Re9.1.8a Apply
	the <b>context</b> , citing evidence from		teacher-provided criteria to	appropriate <i>personally-</i>
	the elements of music.		evaluate <b>musical works</b> or	developed criteria to evaluate
			performances.	musical works or
				performances.