CREATING											CREATING
	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?										
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	
Imagine	**a** With substantial **guidance, explore** and experience a variety of music.	**a** With **guidance, explore** and experience *music* **concepts** *(such as* **beat** *and* **melodic contour** *).*	**a** With limited **guidance**, *create* **musical ideas** *(such as answering a musical question) for a specific* **purpose** *.*	**a** *Improvise* **rhythmic and melodic patterns** *and* **musical ideas** for a specific **purpose**.	**a** Improvise rhythmic and melodic ideas, *and describe* **connection** to specific **purpose** *and* **context** *(such as* **personal** *and* **social**).	**a** Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** and **context** (such as **social** and **cultural**).	**a** Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and *historical*).	**a** Generate simple rhythmic, melodic, and harmonic *phrases* within **AB** and **ABA** **forms** that convey **expressive intent**.	**a** Generate rhythmic, melodic, and harmonic **phrases** and *variations over harmonic accompaniments* within **AB**, **ABA**, or *theme and variation* **forms** that convey **expressive intent**.	**a** Generate rhythmic, melodic and harmonic **phrases** *and harmonic accompaniments* within *expanded forms (including introductions, transitions, and codas)* that convey **expressive intent**.	Imagine
		b With **guidance**, generate **musical ideas** (such as **movements** or **motives**).	**b** With limited **guidance**, generate **musical ideas** *in multiple* **tonalities** *(such as* **major** *and* **minor** *) and* **meters** *(such as duple and triple).*	**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).	**b** Generate **musical ideas** (such as **rhythms** and **melodies**) within a given **tonality** *and/or* **meter**.	**b** Generate **musical ideas** (such as **rhythms**, **melodies,** and *simple accompaniment patterns)* within *related* **tonalities** (such as **major** and **minor)** and **meters**.	**b** Generate **musical ideas** (such as **rhythms**, **melodies**, and accompaniment patterns) within specific related **tonalities**, **meters**, and *simple chord changes.*				

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CREATING	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?										CREATING
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	
Plan and Make	a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).	a With guidance, demonstrate and choose favorite musical ideas .	a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .	a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	a Demonstrate selected and develop ed musical ideas for improvisations, arrangements , or compositions to express intent, and explain connection to purpose and context.	a 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.	a 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.	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.	Plan and Make
	b – With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	a With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases , and two-chord harmonic musical ideas.	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences .	b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.	

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CREATING

Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s): How do musicians improve the quality of their creative work?

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
Evaluate and Refine	**a** With substantial **guidance**, consider personal, peer, and teacher feedback when **demonstrating** and **refining** personal **musical ideas**.	**a** - With **guidance**, *apply* personal, peer, and teacher feedback in **refining** personal **musical ideas**.	**a** With limited **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.	**a** *Interpret* and apply personal, peer, 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.*	**a** Evaluate, **refine**, and document revisions to personal *music,* applying **teacher-provided** *and* **collaboratively-developed** *criteria* and feedback *to show improvement over time.*	**a** Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively-developed** criteria and feedback, *and explain rationale for changes.*	**a** Evaluate their own work, applying **teacher-provided criteria** such as *application of selected **elements of music,** and use of sound sources* .	**a** Evaluate their own work, applying selected **criteria** such as *appropriate* application of **elements of music** including *style , form* , and use of sound sources.	**a** Evaluate their own work by selecting and applying **criteria** including *appropriate application of* **compositional techniques** *,* **style, form,** and use of sound sources.
								b Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from their teacher.	**b** Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from others (teacher *and peers*).	**b** Describe the rationale for **refining** works by explaining the choices, based on evaluation **criteria**.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication
Essential Question(s): When is creative work ready to share?

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
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** With limited **guidance,** convey **expressive intent** for a specific **purpose** by *presenting* a final version of personal **musical ideas** to peers *or informal audience.*	**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 created music to others, *and describe* **connection** to *expressive intent* .	**a** *Present* the final version of personal created music to others, and *explain* **connection** to **expressive intent.**	**a** *Present* the final version of personal created music to others *that demonstrates craftsmanship* , and explain **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.**	**a** *Present* the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate **unity and variety,** and convey **expressive intent.**	**a** *Present* the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of *compositional techniques* for creating **unity** and **variety,** *tension and release ,* and *balance* to convey **expressive intent.**

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PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question(s): How do performers select repertoire?

Imagine

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
	a With substantial **guidance, demonstrate** and state preference for varied musical selections.	a With **guidance, demonstrate** *and state personal interest* in varied musical selections.	a With limited **guidance, demonstrate** *and discuss* personal interest in, *knowledge about, and* **purpose** *of* 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 **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and* **technical skill** .	a **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, and **context**, as well as *their personal and others'* **technical skill.**	a Apply *teacher-provided* **criteria** for selecting music to **perform** for a specific **purpose** and/or **context,** and explain why each was chosen.	a 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.	a 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.

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?

Analyze

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
	a With substantial **guidance, explore** and **demonstrate** awareness of musical contrasts.	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** .	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**.	a **Demonstrate** knowledge of music *concepts (such as* **tonality** *and* **meter** *)* in music from a variety of **cultures** selected for **performance**.	a **Demonstrate** *understanding of the* **structure** in music selected for **performance**.	a **Demonstrate** understanding of the **structure** and *the* **elements of music** *(such as* **rhythm** , **pitch** , *and* **form** *)* in music selected for **performance**.	a **Demonstrate** understanding of the **structure** and the **elements of music** (such as **rhythm, pitch, form**, and **harmony**) in music selected for **performance.**	a *Explain* how understanding the **structure** and the **elements of music** are used in music selected for **performance**.	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.
			b When analyzing selected music, read and perform **rhythmic patterns** using **iconic** or **standard notation.**	b When analyzing selected music, read and perform **rhythmic** *and* **melodic patterns** using **iconic** or **standard notation.**	b When analyzing selected music, read and perform *rhythmic patterns and melodic phrases* using **iconic** and **standard notation.**	b When analyzing selected music, r ead and perform using **iconic** *and/or* **standard notation.**	b When analyzing selected music, read and perform using **standard notation.**	b When analyzing selected music, read and identify by name or function standard symbols for **rhythm, pitch**, **articulation**, and **dynamics.**	b When analyzing selected music, read and identify by name or function standard symbols for **rhythm, pitch articulation**, **dynamics**, *tempo* , and **form** .	b When analyzing selected music, **sight-read** in *treble or bass clef simple rhythmic, melodic, and/or harmonic notation.*
					c Describe how **context** (such as **personal** and **social**) can inform a **performance.**	c *Explain* how **context** (such as **social** and **cultural**) informs a **performance.**	c Explain how **context** (such as **social, cultural**, and **historical**) informs **performances.**	c Identify how **cultural** and **historical context** inform **performances.**	c Identify how **cultural** and **historical context** inform **performances** and result in *different* music **interpretations** .	c Identity how **cultural** and **historical context** inform **performances** and result in different musical effects .

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question(s): How do performers interpret musical works?

Interpret

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
	a With substantial **guidance, explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo).**	a With **guidance, demonstrate** *awareness of* **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	a **Demonstrate** *and* **describe** music's **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**).	a **Demonstrate** *and* **explain** how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics, tempo**, and *timbre*) .	a **Demonstrate** and **explain** how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics, tempo**, **timbre**, and *articulation/style*).	a **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.**	a **Perform** *contrasting pieces* of music demonstrating their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics, tempo, timbre, articulation/style,** and **phrasing**) convey **intent.**	a *Perform* contrasting *pieces of music , demonstrating 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**).

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PERFORMING

Imagine

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s): How do musicians improve the quality of their performance?

Rehearse, Evaluate and Refine

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
	a With substantial **guidance**, practice and **demonstrate** what they like about their own **performances**.	**a** With **guidance**, apply personal, teacher, and peer feedback to **refine performances**.	**a** With limited **guidance**, apply personal, teacher, and peer feedback to **refine performances**.	**a** - Apply *established criteria* to judge the accuracy, expressiveness, and effectiveness of *performances* .	**a** - Apply **teacher-provided** and *collaboratively - developed* **criteria** *and feedback to evaluate accuracy of* **ensemble** *performances* .	**a** Apply **teacher-provided** and **collaboratively-developed criteria** and feedback to evaluate accuracy *and expressiveness* of **ensemble** *and personal* **performances**.	**a** Apply **teacher-provided** and *established* **criteria** and feedback to evaluate the accuracy and expressiveness of **ensemble** and personal **performances**.	**a** Identify and apply *teacher-provided* **criteria** (such as correct interpretation of notation, **technical accuracy**, originality, and interest) to rehearse, **refine**, and determine when 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 impac* t, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.	**a** Identify and apply *personally- developed* **criteria** (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, *variety* , and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.
	b With substantial **guidance**, **a**pply personal, peer, and teacher feedback to **refine performances**.	**b** *With* **guidance** *, use suggested strategies in rehearsal to improve the* **expressive qualities** *of music.*	**b** With limited **guidance**, use suggested strategies in rehearsal *to address interpretive challenges* of music.	**b** – Rehearse, *identify* and apply strategies to address interpretive, *performance, and* **technical** **challenges** of music.	**b** Rehearse to *refine* **technical accuracy**, **expressive qualities**, and identified performance challenges.	**b** Rehearse to **refine technical accuracy** and **expressive qualities** *and address performance challenges.*	**b** Rehearse to refine **technical accuracy** and **expressive qualities** to address challenges, *and show improvement over time.*			

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PERFORMING

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?

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

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RESPONDING

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?

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	
Imagine	**a** With substantial **guidance**, state personal interests and **demonstrate** why they prefer some music selections over others.	**a** With **guidance**, *list* personal interests *and experiences* and **demonstrate** why they prefer some music selections over others.	**a** With limited **guidance**, *identify and* **demonstrate** how personal interests and experiences *influence musical selection* for specific **purposes**.	**a** *Explain and* **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.	**a** **Demonstrate** *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or **purposes**.	**a** **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**a** **Demonstrate** and explain, *citing evidence*, how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**a** Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	**a** Select or choose contrasting music to listen to and *compare* the **connections** to specific interests or experiences for a specific **purpose**.	**a** 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**.	**Imagine**

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 do individuals choose music to experience?

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	
Analyze	**a** With substantial **guidance**, explore musical contrasts in music.	**a** With **guidance**, *demonstrate how a specific music* **concept** (*such as* **beat** *or* **melodic direction**) *is used in music.*	**a** With limited **guidance**, *identify and* **demonstrate** how specific music **concepts** (such as **beat** *or pitch*) *are used in various styles of music for a* **purpose** .	**a** *Describe* how specific music *concepts* are used to support a *specific* **purpose** *in music.*	**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**)*.	**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**)*.	**a** **Demonstrate** and explain, *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*)*.	**a** Describe how the **elements of music** and **expressive qualities** relate to the **structure** of the pieces.	**a** *Classify and explain* how the **elements of music** and **expressive qualities** relate to the **structure** of contrasting pieces.	**a** *Compare* how the **elements of music** and **expressive qualities** relate to the **structure** *within* **programs** of music.	**Analyze**
								b Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**b** Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**b** Identify and compare the **context** of *programs* of music from a variety of **genres**, **cultures**, and **historical periods**.	

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RESPONDING	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?										RESPONDING
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	
Interpret	**a** With substantial **guidance**, **explore** music's **expressive qualities** (such as **dynamics** and **tempo**).	**a** With **guidance**, *demonstrate awareness* of **expressive qualities** (such as **dynamics** and **tempo**) that reflect creators'/performers' **expressive intent**.	**a** With *limited* **guidance**, *demonstrate and identify* **expressive qualities** *(such as **dynamics** and **tempo**) that reflect* creators'/ performers' **expressive intent.**	**a** **Demonstrate** *knowledge* of music **concepts** and *how they support creators'/ performers'* **expressive intent.**	**a** *Demonstrate and describe how the* **expressive qualities** *(such as **dynamics** and **tempo**) are used in performers'* **interpretations** *to reflect* **expressive intent** .	**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.**	**a** **Demonstrate** and explain how the **expressive qualities** (such as **dynamics, tempo, timbre,** and **articulation**) are used in performers' and personal **interpretations** to reflect **expressive intent.**	**a** Describe a personal **interpretation** of how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres** and **cultural** and **historical context,** convey **expressive intent**.	**a** Describe a personal **interpretation** of *contrasting* works and explain how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres, cultures,** and **historical periods,** convey **expressive intent.**	**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.**	Interpret

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RESPONDING	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?									RESPONDING
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	
Evaluate	**a** With substantial **guidance**, talk about personal and expressive preferences in music.	**b** With **guidance**, *apply personal and expressive preferences in the evaluation of music.*	**a** With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.	**a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.	**a** Evaluate ***musical works*** *and* ***performances*** *, applying* ***established criteria*** *, and describe appropriateness to the* ***context*** *.*	**a** Evaluate **musical works** and ***performances*** *, applying* **established criteria**, and *explain appropriateness to the* **context**.	**a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the* ***elements of music*** *.*	**a** Apply ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**.	**a** Select from ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**.	**a** Apply appropriate ***personally-developed*** **criteria** to evaluate **musical works** or **performances**.	Evaluate

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Imagine

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**2a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cr3.2.PKa With substantial guidance, share revised **musical ideas** with peers.	**MU:Cr3.2.Ka** With guidance, *demonstrate* a *final version* of personal **musical ideas** to peers.	**MU:Cr2.1.1a** *With limited guidance,* **demonstrate** *and discuss personal reasons for selecting* **musical ideas** *that represent* **expressive intent**.	**MU:Cr2.1.2a** Demonstrate *and explain* personal reasons for selecting *patterns and ideas for their music* that represent **expressive intent**.	**MU:Cr2.1.3a** Demonstrate *selected* **musical ideas** *for a simple* **improvisation** *or* **composition** to express **intent**, *and describe* **connection** *to a specific* **purpose** *and* **context**.	**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:Cr2.1.5a** Demonstrate selected and *develop* ed **musical ideas** for **improvisations**, **arrangements**, *or* **compositions** to express **intent**, and explain **connection** to **purpose** and **context**.	**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: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:Cr2.1.8a** Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate tension** *and release*, **unity** and variety, and *balance*, and convey **expressive intent**.
MU:Pr4.1.PKa With substantial guidance, **demonstrate** and state preference for varied musical selections.	**MU:Pr4.1.Ka** With guidance, **demonstrate** *and state personal interest* in varied musical selections.	**MU:Cr3.2.1a** *With limited* **guidance**, convey **expressive intent** for a specific **purpose** by *presenting* a final version of personal **musical ideas** to peers *or informal audience.*	**MU:Cr3.2.2a** Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*	**MU:Cr3.2.3a** **Present** the final version of created music for others, *and describe* **connection** to **expressive intent.**	**MU:Cr3.2.4a** **Present** the final version of created music for others that **demonstrates craftsmanship**, and explain **connection** to **expressive intent.**	**MU:Cr3.2.5a** **Present** the final version of created music for others that **demonstrates craftsmanship**, and explain **connection** to **expressive intent.**	**MU:Cr3.2.6a** **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.**	**MU:Cr3.2.7a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate **unity** and **variety**, and convey **expressive intent.**	**MU:Cr3.2.8a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of *compositional techniques* for creating **unity** and **variety**, **tension and release**, and *balance* to convey **expressive intent.**
MU:Pr4.3.PKa With substantial guidance, explore music's expressive qualities (such as voice quality, **dynamics**, and **tempo**).	**MU:Pr4.3.Ka** With guidance, **demonstrate** awareness of **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	**MU:Pr4.3.1a** Demonstrate *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**).	**MU:Pr4.3.2a** Demonstrate *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* **creators** *use* them to convey **expressive intent**.	**MU:Pr4.1.3a** Demonstrate and explain how *the selection of music to perform* is *influenced by personal interest, knowledge,* **purpose**, *and* **context**.	**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*.	**MU:Pr4.1.6a** Apply *teacher-provided* **criteria** for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen.	**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:Pr4.1.8a** 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:Re7.1.1a *With limited* **guidance**, *identify and* **demonstrate** *how personal interests and experiences influence musical selection for* specific **purposes**.	**MU:Re7.1.2a** *Explain and* **demonstrate** personal interests and experiences influence musical selection for specific **purposes**.	**MU:Pr4.3.3a** Demonstrate *and describe how* **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).	**MU:Pr4.3.4a** Demonstrate *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and **timbre**).	**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: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: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: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:Re7.1.3a Demonstrate *and describe* how *selected music connects* to and is influenced by specific interests, experiences, *or* **purposes**.	**MU:Re7.1.4a** Demonstrate *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**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:Re7.1.6a** Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	**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 **connections** to an interest or experience for a specific **purpose**.

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CONNECTING

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

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Pr4.2.PKa With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts.	**MU:Pr4.2.Ka** 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** .	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Cr row) **MU:Cr1.1.1a** With limited **guidance**, create *musical ideas* (such as answering a musical question) for a specific **purpose** .	**MU:Cr1.1.2a** Improvise *rhythmic and melodic patterns and musical ideas* for a specific **purpose**.	**MU:Cr1.1.3a** Improvise rhythmic and melodic ideas, *and describe* **connection** to specific **purpose** and **context** (such as *personal and social*).	**MU:Cr1.1.4a** Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* connection to specific **purpose** and context (such as **social** and *cultural*).	**MU:Cr1.1.5a** Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and *historical*).	**MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic **phrases** within AB and ABA forms that convey **expressive intent**.	**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic **phrases** and *variations over harmonic accompaniments* within **AB, ABA,** *or* **theme and variation** *forms* that convey **expressive intent**.	**MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic *phrases and harmonic accompaniments* within *expanded forms (including introductions, transitions, and codas)* that convey **expressive intent**.
MU:Re7.2.PKa With substantial **guidance**, explore musical contrasts in music.	**MU:Re7.2.Ka** With guidance, *demonstrate* how a specific **music concept** (such as **beat** *or melodic direction)* is used *in music.*	**MU:Pr4.2.1a** With limited guidance, **demonstrate** *knowledge* of music **concepts** (such as **beat** and **melodic** *contour)* in music from a variety of **cultures** selected for performance.	**MU:Pr4.2.2a** Demonstrate knowledge of music **concepts** *(such as* **tonality** *and* **meter** *)* in music from a variety of **cultures** selected for **performance**.	**MU:Pr4.2.3c** Describe how **context** (such as **personal** and **social**) can inform a **performance**.	*MU:Pr4.2.4c Explain* how **context** (such as **social** and *cultural*) informs a **performance**.	MU:Pr4.2.5cExplain how **context** (such as **social**, **cultural**, and *historical*) informs performances.	**MU:Pr4.2.6c** Identify how **cultural** and **historical** context inform the **performances**.	**MU:Pr4.2.7c** Identify how **cultural** and **historical** context inform performance and results in *different music interpretations* .	**MU:Pr4.2.8c** Identity how **cultural** and **historical** context inform performance and results in different *musical effects* .
MU:Re9.1.PKa With substantial **guidance**, talk about their personal and expressive preferences in music.	**MU:Re9.1.Ka** With guidance, apply personal and expressive preferences in the evaluation of music .	**MU:Pr6.1.1a** With limited **guidance**, perform music for a specific **purpose** with **expression**.	**MU:Pr6.1.2a** Perform music for a specific **purpose** with **expression** and **technical accuracy** .	**MU:Pr6.1.3b** Demonstrate *performance decorum* and *audience etiquette* appropriate for the **context and venue**.	**MU:Pr6.1.4b** Demonstrate **performance decorum** and **audience etiquette** appropriate for the **context, venue,** *and* **genre** .	**MU:Pr6.1.5b** Demonstrate **performance decorum** and **audience etiquette** appropriate for the **context, venue, genre,** *and* **style** .	**MU:Pr6.1.6b** Demonstrate **performance decorum** (*such as stage presence, attire, and behavior*) and **audience etiquette** appropriate for **venue** and **purpose**.	**MU:Pr6.1.7b** Demonstrate **performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue, purpose,** and *context* .	**MU:Pr6.1.8b** Demonstrate **performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue, purpose, context,** and *style* .
		MU:Re7.2.1a With limited **guidance**, **demonstrate** *and identify* how specific music **concepts** (such as **beat** *or pitch*) *is used in various styles of music for a* **purpose** .	**MU:Re7.2.** *Describe* how specific music **concepts** are used to support a specific **purpose** in music.	**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 *and explain* how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social** and *cultural*).	**MU:Re7.2.5a** Demonstrate and explain, *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:Re7.2.6b** Identify the **context** of music from a variety of **genres, cultures,** and **historical periods**.	MU:Re7.2.7b Identify and *compare* the **context** of music from a variety of **genres, cultures,** and **historical periods**.	MU:Re7.2.8b Identify and compare the **context** of *programs* of music from a variety of **genres, cultures,** and **historical periods**.
			MU:Re9.1.1a With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes.**	**MU:Re9.1.2a** Apply personal and expressive preferences in the evaluation of music for specific **purposes.**	**MU:Re9.1.3a** Evaluate *musical works and performances* , *applying* **established criteria** *, and describe appropriateness to the* **context** *.*	MU:Re9.1.4a Evaluate **musical works** and **performances** , applying **established criteria**, and *explain* appropriateness to the **context**.	**MU:Re9.1.5a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the* **elements of music** .	**MU:Re9.1.6a** Apply *teacher-provided* **criteria** to evaluate **musical works** or **performances**.	**MU:Re9.1.7a** Select from *teacher-provided* **criteria** to evaluate **musical works** or **performances**.	**MU:Re9.1.8a** Apply appropriate *personally-developed* **criteria** to evaluate musical works or **performances**.

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