

Music Standards Grades 4-8

Anchor Standard 1: Creating-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: How do musicians generate creative ideas?				
4th MU.1.CR1.4	5th MU.1.CR1.5	6th MU.1.CR1.6	7th MU.1.CR1.7	8th MU.1.CR1.8
1. Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific purpose and context (such as social and cultural).	1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social , cultural , and historical).	1. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent .	1. Generate rhythmic, melodic, and harmonic phrases and <i>variations over harmonic accompaniments</i> within AB , ABA , or theme and variation forms that convey expressive intent .	1. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including <i>introductions, transitions, and codas</i>) that convey expressive intent .
2. Generate musical ideas (such as rhythms , melodies , and <i>simple accompaniment patterns</i>) within related tonalities (such as major and minor) and meters .	2. Generate musical ideas (such as rhythms , melodies , and accompaniment patterns) within specific related tonalities , meters , and <i>simple chord changes</i> .			

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Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

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

Essential Question: How do musicians make creative decisions?

4th MU.2.CR2.4	5th MU.2.CR2.5	6th MU.2.CR2.6	7th MU.2.CR2.7	8th MU.2.CR2.8
<p>1. Demonstrate selected <i>and organized musical ideas</i> for <i>an improvisation, arrangement, or composition</i> to express <i>intent, and explain connection to purpose and context.</i></p>	<p>1. Demonstrate selected <i>and developed musical ideas</i> for <i>improvisations, arrangements, or compositions</i> to express <i>intent, and explain connection to purpose and context.</i></p>	<p>1. Select, organize, construct, and document personal musical ideas for <i>arrangements and compositions</i> within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>	<p>1. Select, organize, develop and document personal musical ideas for <i>arrangements, songs, and compositions</i> within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p>	<p>1. Select, organize, and document personal musical ideas for <i>arrangements, songs, and compositions</i> within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</p>
<p>2. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, <i>and simple harmonic musical ideas.</i></p>	<p>2. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and <i>two-chord harmonic musical ideas.</i></p>	<p>2. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic <i>phrases</i>, and <i>two-chord harmonic musical ideas.</i></p>	<p>2. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic <i>phrases</i>, and harmonic sequences.</p>	<p>2. Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic <i>phrases</i>, and harmonic sequences.</p>

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Anchor Standard 3: Creating-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: How do musicians improve the quality of their creative work?

4th MU.3.CR3.4	5th MU.3.CR3.5	6th MU.3.CR3.6	7th MU.3.CR3.7	8th MU.3.CR3.8
1. Evaluate, refine , and document revisions to personal <i>music</i> , applying teacher-provided and collaboratively-developed criteria and feedback to <i>show improvement over time</i> .	1. Evaluate, refine , and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and <i>explain rationale for changes</i> .	1. Evaluate their own work, applying teacher-provided criteria such as <i>application of selected elements of music, and use of sound sources</i> .	1. Evaluate their own work, applying selected criteria such as <i>appropriate application of elements of music</i> including style, form , and use of sound sources.	1. Evaluate their own work by selecting and applying criteria including <i>appropriate application of compositional technique, style, form</i> , and use of sound sources.
		2. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	2. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher <i>and peers</i>).	2. 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: When is creative work ready to share?				
2. Present the final version of personal created music to others, and <i>explain connection to expressive intent</i> .	2. Present the final version of personal created music to others <i>that demonstrates craftsmanship</i> , and explain connection to expressive intent .	3. Present the final version of their documented personal composition or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and	3. 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 .	3. Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques

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		convey expressive intent .		for creating unity and variety, tension and release , and <i>balance</i> to convey expressive intent .
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<p>Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.</p> <p>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.</p> <p>Essential Question: How do performers select repertoire?</p>				
4th MU.4.PR1.4	5th MU.4.PR1.5	6th MU.4.PR1.6	7th MU.4.PR1.7	8th MU.4.PR1.8
<p>1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p>	<p>1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as <i>their personal and others' technical skill</i>.</p>	<p>1. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p>	<p>1. Apply collaboratively-developed criteria for selecting music of <i>contrasting styles for a program</i> with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and <i>reasons</i> for choices.</p>	<p>1. Apply personally-developed criteria for selecting <i>music of contrasting styles for a program</i> with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</p>
<p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>				
<p>2. Demonstrate understanding of the structure and <i>the elements of music (such as rhythm, pitch, and form)</i> in music selected for performance.</p>	<p>2. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>	<p>2. <i>Explain</i> how understanding the structure and the elements of music are used in music selected for performance.</p>	<p>2. Explain and <i>demonstrate</i> the structure of <i>contrasting pieces of music</i> selected for performance and how elements of music are used.</p>	<p>2. <i>Compare</i> the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>
<p>3. When analyzing selected music, read and</p>	<p>3. When analyzing selected music, read and</p>	<p>3. When analyzing selected music, read and identify by</p>	<p>3. When analyzing selected music, read and identify by</p>	<p>3. When analyzing selected music, sight-read in <i>treble</i></p>

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perform using iconic and/or standard notation .	perform using standard notation .	name or function standard symbols for rhythm, pitch, articulation , and dynamics .	name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form .	<i>or bass clef simple rhythmic, melodic, and/or harmonic notation.</i>
4. <i>Explain</i> how context (such as social and cultural) informs a performance .	4. Explain how context (such as social, cultural , and historical) informs performances .	4. Identify how cultural and historical context inform performances .	4. Identify how cultural and historical context inform performances and result in <i>different music interpretations</i> .	4. Identify how cultural and historical context inform performances and result in <i>different musical effects</i> .
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.				
Essential Question: How do performers interpret musical works?				
4th	5th	6th	7th	8th
5. Demonstrate and explain how intent is conveyed through <i>interpretive decisions</i> and expressive qualities (such as dynamics, tempo , and timbre).	5. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	5. 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 .	5. 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 .	5. 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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Anchor Standard 5: Performing-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: How do musicians improve the quality of their performance?

4th MU.5.PR2.4	5th MU.5.PR2.5	6th MU.5.PR2.6	7th MU.5.PR2.7	8th MU.5.PR2.8
1. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy <i>and expressiveness</i> of ensemble and personal performances .	1. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances .	1. 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 .	1. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer , originality, <i>emotional impact</i> , and interest) to rehearse, refine , and determine when the music is ready to perform .	1. Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, <i>emotional impact</i> , variety , and interest) to rehearse, refine , and determine when the music is ready to perform .
2. Rehearse to refine technical accuracy and expressive qualities , <i>and address performance challenges</i> .	2. Rehearse to refine technical accuracy and expressive qualities to address challenges, <i>and show improvement over time</i> .			

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Anchor Standard 6: Performing-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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

4th MU.6.PR3.4	5th MU.6.PR3.5	6th MU.6.PR3.6	7th MU.6.PR3.7	8th MU.6.PR3.8
1. Perform music, <i>alone or with others</i> , with expression and technical accuracy , and appropriate interpretation .	1. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation .	1. Perform the music with technical accuracy to convey the creator's intent .	1. Perform the music with technical accuracy and <i>stylistic expression</i> to convey the creator's intent .	1. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent .
2. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .	2. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .	2. Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue and purpose .	2. Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue, purpose, and context .	2. Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue, purpose, context, and style .

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Anchor Standard 7: Responding-Perceive and analyze artistic work. Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question: How do individuals choose music to experience?				
4th MU.5.RE1.4	5th MU.5.RE1.5	6th MU.5.RE1.6	7th MU.5.RE1.7	8th MU.5.RE1.8
1. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	1. Demonstrate and explain, <i>citing evidence</i> , how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	1. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	1. Select or choose contrasting music to listen to and <i>compare</i> the connections to specific interests or experiences for a specific purpose.	1. 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.
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: How do individuals choose music to experience?				
2. Demonstrate and explain how responses to music <i>are</i> informed by the structure , the use of the elements of music , and context (such as social and cultural).	2. Demonstrate and explain, <i>citing evidence</i> , how responses to music are informed by the structure , the use of the elements of music , and context (such as social , cultural , and historical).	2. Describe how the elements of music and expressive qualities relate to the structure of the pieces.	2. <i>Classify and explain</i> how the elements of music and expressive qualities relate to the structure of contrasting pieces.	2. <i>Compare</i> how the elements of music and expressive qualities relate to the structure within programs of music.
		3. Identify the context of music from a variety of genres, cultures, and historical periods.	3. Identify and <i>compare</i> the context of music from a variety of genres, cultures, and historical periods.	3. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

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Anchor Standard 8: Responding-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: How do we discern the musical creators' and performers' expressive intent?				
4th MU.8.RE2.4	5th MU.8.RE2.5	6th MU.8.RE2.6	7th MU.8.RE2.7	8th MU.8.RE2.8
1. Demonstrate and <i>explain</i> how the expressive qualities (such as dynamics , tempo , and timbre) are used in performers' and personal interpretations to reflect expressive intent .	1. 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 .	1. 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 .	1. Describe a personal interpretation of <i>contrasting</i> 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 .	1. <i>Support</i> personal interpretation of <i>contrasting programs</i> of music and explain how creators' or performers' apply the elements of music and expressive qualities , within genres , cultures , and historical periods to convey expressive intent .

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Anchor Standard 9: Responding-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: How do we judge the quality of musical work(s) and performance(s)?

4th MU.9.RE3.4	5th MU.9.RE3.5	6th MU.9.RE3.6	7th MU.9.RE3.7	8th MU.9.RE3.8
1. Evaluate musical works and <i>performances</i> , applying established criteria , and <i>explain</i> appropriateness to the context .	1. Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context , <i>citing evidence from the elements of music</i> .	1. Apply <i>teacher-provided criteria</i> to evaluate musical works or performances .	1. Select from <i>teacher-provided criteria</i> to evaluate musical works or performances .	1. Apply appropriate <i>personally-developed criteria</i> to evaluate musical works or performances .

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Anchor Standard 10: Connecting-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: How do musicians make meaningful connections to creating, performing, and responding?

4th MU.10.CO1.4	5th MU.10.CO1.5	6th MU.10.CO1.6	7th MU.10.CO1.7	8th MU.10.CO1.8
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1. Demonstrate selected <i>and organized musical ideas</i> for <i>an improvisation, arrangement, or composition</i> to express intent, <i>and explain connection to purpose and context.</i>	1. Demonstrate selected <i>and developed musical ideas</i> for <i>improvisations, arrangements, or compositions</i> to express intent, and explain connection to purpose and context.	1. Select, organize, construct, and document personal musical ideas for <i>arrangements and compositions</i> within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	1. Select, organize, develop and document personal musical ideas for <i>arrangements, songs, and compositions</i> within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	1. Select, organize, and document personal musical ideas for <i>arrangements, songs, and compositions</i> within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.
2. Present the final version of created music for others, and <i>explain connection to expressive intent.</i>	2. Present the final version of created music for others <i>that demonstrates craftsmanship,</i> and explain connection to expressive intent.	2. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and	2. 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.	2. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques

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		convey expressive intent .		for creating unity and variety, tension and release , and <i>balance</i> to convey expressive intent .
3. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context , and technical skill .	3. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context , as well as <i>their personal and others' technical skill</i> .	3. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.	3. Apply collaboratively-developed criteria for selecting music of <i>contrasting styles for a program</i> with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges , and <i>reasons</i> for choices.	3. Apply personally-developed criteria for selecting <i>music of contrasting styles for a program</i> with a specific purpose and/or context and explain expressive qualities, technical challenges , and reasons for choices.
4. Demonstrate and explain how intent is conveyed through <i>interpretive decisions</i> and expressive qualities (such as dynamics, tempo , and timbre).	4. Demonstrate and explain how intent is conveyed through <i>interpretive decisions</i> and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	4. 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 .	4. 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 .	4. Perform contrasting pieces of music , <i>demonstrating as well as explaining how the music's intent</i> is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style , and phrasing).
5. Demonstrate and explain how selected music connects to and is	5. Demonstrate and explain, <i>citing evidence</i> , how selected music	5. Select or choose music to listen to and explain the connections to specific	5. Select or choose contrasting music to listen to and <i>compare</i> the	5. Select programs of music (such as a CD mix or live performances) and

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influenced by specific interests, experiences, purposes , or contexts .	connects to, and is influenced by specific interests, experiences, purposes , or contexts .	interests or experiences for a specific purpose .	connection to specific interests or experiences for a specific purpose .	demonstrate the connections to an interest or experience for a specific purpose .
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Anchor Standard 11: Connecting-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: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?				
4th MU.11.CO2.4	5th MU.11.CO2.5	6th MU.11.CO2.6	7th MU.11.CO2.7	8th MU.11.CO2.8
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1. Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific purpose and context (such as social and <i>cultural</i>).	1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social , cultural , and <i>historical</i>).	1. Generate simple rhythmic, melodic, and harmonic <i>phrases</i> within AB and ABA forms that convey expressive intent .	1. Generate rhythmic, melodic, and harmonic phrases and <i>variations over harmonic accompaniments</i> within AB , ABA , or theme and variation forms that convey expressive intent .	1. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including <i>introductions, transitions, and codas</i>) that convey expressive intent .
2. <i>Explain</i> how context (such as social and <i>cultural</i>) informs a performance .	2. Explain how context (such as social , cultural , and <i>historical</i>) informs performances .	2. Identify how cultural and historical context inform the performances .	2. Identify how cultural and historical context inform performance and results in <i>different music interpretations</i> .	2. Identify how cultural and historical context inform performance and results in <i>different musical effects</i> .
3. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and	3. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre,	3. Demonstrate performance decorum (such as <i>stage presence, attire, and behavior</i>) and audience etiquette	3. Demonstrate performance decorum (such as <i>stage presence, attire, and behavior</i>) and audience etiquette	3. Demonstrate performance decorum (such as <i>stage presence, attire, and behavior</i>) and audience etiquette

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<i>genre.</i>	<i>and style.</i>	appropriate for venue and purpose.	appropriate for venue, purpose, and context.	appropriate for venue, purpose, context, and style.
4. Demonstrate and explain how responses to music <i>are</i> informed by the structure , the use of the elements of music , and context (such as social and cultural).	4. Demonstrate and explain, <i>citing evidence</i> , how responses to music are informed by the structure , the use of the elements of music , and context (such as social, cultural, and historical).	4. Identify the context of music from a variety of genres, cultures, and historical periods.	4. Identify and <i>compare</i> the context of music from a variety of genres, cultures, and historical periods.	4. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
5. Evaluate musical works and performances , applying established criteria , and <i>explain</i> appropriateness to the context.	5. Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context , <i>citing evidence from the elements of music.</i>	5. Apply teacher-provided criteria to evaluate musical works or performances.	5. Select from teacher-provided criteria to evaluate musical works or performances.	5. Apply appropriate personally-developed criteria to evaluate musical works or performances.