

**Music Standards
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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?

Pre K MU.1.CR1.PK	Kindergarten MU.1.CR1.K	1st MU.1.CR1.1	2nd MU.1.CR1.2	3rd MU.1.CR1.3
1. With substantial guidance, explore and experience a variety of music.	1. With guidance, explore and experience <i>music concepts</i> (such as <i>beat</i> and <i>melodic contour</i>).	1. With limited guidance , create musical ideas (such as answering a musical question) for a specific purpose .	1. <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific purpose .	1. <i>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context</i> (such as <i>personal</i> and <i>social</i>).
	2. With guidance , generate musical ideas (such as movements or motives).	2. With limited guidance , generate musical ideas in <i>multiple tonalities</i> (such as <i>major and minor</i>) and <i>meters</i> (such as <i>duple</i> and <i>triple</i>).	2. Generate musical patterns and ideas <i>within the context of a given tonality</i> (such as major and minor) and meter (such as duple and triple).	2. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter .

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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?				
Pre K MU.2.CR2.PK	Kindergarten MU.2.CR2.K	1st MU.2.CR2.1	2nd MU.2.CR2.2	3rd MU.2.CR2.3
1. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).	1. With guidance, demonstrate and choose favorite musical ideas .	1. With <i>limited</i> guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	1. Demonstrate and explain personal reasons for selecting <i>patterns and ideas</i> for music that represent expressive intent .	1. Demonstrate <i>selected musical ideas</i> for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context .
2. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	2. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	2. With <i>limited</i> guidance, use iconic or standard notation and/or recording technology to <i>document and organize</i> personal musical ideas .	2. Use iconic or standard notation and/or recording technology to <i>combine, sequence,</i> and document personal musical ideas .	2. Use standard and/or iconic notation and/or recording technology to document personal <i>rhythmic and melodic</i> musical ideas .

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<p>Anchor Standard 3: Creating-Refine and complete artistic work.</p> <p>Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p>				
Pre K MU.3.CR3.PK	Kindergarten MU.3.CR3.K	1st MU.3.CR3.1	2nd MU.3.CR3.2	3rd MU.3.CR3.3
<p>1. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.</p>	<p>1. With guidance, <i>apply</i> personal, peer, and teacher feedback in refining personal musical ideas.</p>	<p>1. With limited guidance, <i>discuss and</i> apply personal, peer, and teacher feedback to refine personal musical ideas.</p>	<p>1. Interpret and apply personal, peer, and teacher feedback <i>to revise</i> personal music .</p>	<p>1. <i>Evaluate, refine, and document</i> revisions to personal musical ideas, <i>applying</i> teacher-provided and collaboratively-developed criteria and <i>feedback</i>.</p>
<p>Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication</p> <p>Essential Question: When is creative work ready to share?</p>				
<p>2. With substantial guidance, share revised personal musical ideas with peers.</p>	<p>2. With guidance, demonstrate a <i>final version</i> of personal musical ideas to peers.</p>	<p>2. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience</i>.</p>	<p>2. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience</i>.</p>	<p>2. Present the final version of personal created music to others, <i>and describe</i> connection to expressive intent.</p>

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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>				
Pre K MU.4.PR1.PK	Kindergarten MU.4.PR1.K	1st MU.4.PR1.1	2nd MU.4.PR1.2	3rd MU.4.PR1.3
1. With substantial guidance, demonstrate and state preference for varied musical selections.	1. With guidance, demonstrate and state personal interest in varied musical selections.	1. With limited guidance, demonstrate and discuss personal interest in, <i>knowledge about, and purpose</i> of varied musical selections.	1. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	1. Demonstrate and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</i>
<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>				
2. With substantial guidance, explore and demonstrate awareness of musical contrasts.	2. With guidance, explore and demonstrate awareness of music <i>contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</i>	2. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	2. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	2. Demonstrate understanding of the structure in music selected for performance.
		3. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	3. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	3. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

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				4. Describe how context (such as personal and social) can inform a performance .
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.				
Essential Question: How do performers interpret musical works?				
3. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics , and tempo).	3. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators' expressive intent .	4. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	4. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	5. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

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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?				
Pre K MU.5.PR2.PK	Kindergarten MU.5.PR2.K	1st MU.5.PR2.1	2nd MU.5.PR2.2	3rd MU.5.PR2.3
1. With substantial guidance , practice and demonstrate what they like about their own performances .	1. With guidance , apply personal, teacher, and peer feedback to refine performances .	1. With limited guidance , apply personal, teacher, and peer feedback to refine performances .	1. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances .	1. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances .
2. With substantial guidance , apply personal, peer, and teacher feedback to refine performances .	2. With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.	2. With limited guidance , use suggested strategies in rehearsal to address interpretive challenges of music.	2. Rehearse, <i>identify</i> and apply strategies to address interpretive, performance, and technical challenges of music.	2. Rehearse to refine technical accuracy, expressive qualities , and identified performance challenges.

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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?

Pre K MU.6.PR3.PK	Kindergarten MU.6.PR3.K	1st MU.6.PR3.1	2nd MU.6.PR3.2	3rd MU.6.PR3.3
1. With substantial guidance, perform music with expression .	1. With guidance, perform music with expression .	1. With limited guidance, perform music for a specific <i>purpose</i> with expression .	1. Perform music for a specific purpose with expression and <i>technical accuracy</i> .	1. Perform music with expression and technical accuracy .
	2. <i>Perform appropriately for the audience.</i>	2. Perform appropriately for the audience and <i>purpose</i> .	2. Perform appropriately for the audience and purpose .	2. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

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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?				
Pre K MU.7.RE1.PK	Kindergarten MU.7.RE1.K	1st MU.7.RE1.1	2nd MU.7.RE1.2	3rd MU.7.RE1.3
1. With substantial guidance , state personal interests and demonstrate why they prefer some music selections over others.	1. With guidance , <i>list</i> personal interests <i>and experiences</i> and demonstrate why they prefer some music selections over others.	1. With limited guidance , <i>identify and demonstrate</i> how personal interests and experiences <i>influence musical selection</i> for specific purposes .	1. <i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific purposes .	1. Demonstrate and describe how <i>selected music connects to</i> and is influenced by specific interests, experiences, or purposes .
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. With substantial guidance , explore musical contrasts in music.	2. With guidance , demonstrate how a <i>specific music concept (such as beat or melodic direction) is used in music.</i>	2. With limited guidance , demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	2. <i>Describe</i> how specific music concepts are used to support a <i>specific purpose</i> in music.	2. Demonstrate and describe <i>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).</i>

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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?				
Pre K MU.8.RE2.PK	Kindergarten MU.8.RE2.K	1st MU.8.RE2.1	2nd MU.8.RE2.2	3rd MU.8.RE2.3
1. With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).	1. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent .	1. With <i>limited guidance, demonstrate and identify expressive qualities</i> (such as <i>dynamics and tempo</i>) that reflect creators’/performers’ expressive intent .	1. Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent .	1. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect 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)?

Pre K MU.9.RE3.PK	Kindergarten MU.9.RE3.K	1st MU.9.RE3.1	2nd MU.9.RE3.2	3rd MU.9.RE3.3
1. With substantial guidance , talk about personal and expressive preferences in music.	1. With guidance , <i>apply personal and expressive preferences in the evaluation of music.</i>	1. With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	1. <i>Apply</i> personal and expressive preferences in the evaluation of music for specific purposes .	1. Evaluate musical works and performances , <i>applying established criteria</i> , and describe <i>appropriateness to the context</i> .

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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?				
Pre K MU.10.CO1.PK	Kindergarten MU.10.CO1.K	1st MU.10.CO1.1	2nd MU.10.CO1.2	3rd MU.10.CO1.3
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. With substantial guidance, share revised musical ideas with peers.	1. With guidance, demonstrate a final version of personal musical ideas to peers.	1. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	1. Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent .	1. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context .
2. With substantial guidance, demonstrate and state preference for varied musical selections.	2. With guidance, demonstrate and state personal interest in varied musical selections.	2. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	2. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	2. Present the final version of created music for others, and describe connection to expressive intent .
3. With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics ,	3. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics ,	3. Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).	3. Demonstrate understanding of expressive qualities (such as dynamics and tempo)	3. Demonstrate and explain how the selection of music to perform is influenced by personal

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and tempo).	and tempo) that support the creators' expressive intent .		and how creators use them to convey expressive intent .	<i>interest, knowledge, purpose, and context.</i>
		4. With limited guidance , <i>identify and demonstrate how</i> personal interests and experiences <i>influence musical selection</i> for specific purposes .	4. <i>Explain and demonstrate how</i> personal interests and experiences influence musical selection for specific purposes .	4. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
				5. Demonstrate and describe how <i>selected music connects to</i> and is influenced by specific interests, experiences, or purposes .

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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?				
Pre K MU.11.CO2.PK	Kindergarten MU.11.CO2.K	1st MU.11.CO2.1	2nd MU.11.CO2.2	3rd MU.11.CO2.3
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. With substantial guidance, explore and demonstrate awareness of musical contrasts.	1. With guidance, explore and demonstrate awareness of music contrasts (such as <i>high/low, loud/soft, same/different</i>) in a variety of music selected for performance .	1. With limited guidance, create <i>musical ideas</i> (such as answering a musical question) for a specific purpose .	1. Improvise <i>rhythmic and melodic patterns and musical ideas</i> for a specific purpose .	1. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
2. With substantial guidance, explore musical contrasts in music.	2. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	2. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance .	2. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance .	2. Describe how context (such as personal and social) can inform a performance .
3. With substantial guidance, talk about their personal and expressive	3. With guidance, apply <i>personal and expressive preferences in the</i>	3. With limited guidance, perform music for a specific purpose with	3. Perform music for a specific purpose with expression and technical	3. Demonstrate performance decorum and audience etiquette

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preferences in music.	<i>evaluation of music.</i>	expression.	accuracy.	<i>appropriate for the context and venue.</i>
		4. 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 .	4. Describe how specific music concepts are used to support a specific purpose in music.	4. 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).
		5. With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	5. Apply personal and expressive preferences in the evaluation of music for specific purposes .	5. Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .