

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?											CREATING	
		Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient		HS Accomplished
Imagine	a With substantial guidance, explore and experience a variety of music.	a With guidance, explore and experience <i>music concepts</i> (such as beat and melodic contour).	a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .	a <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific purpose.	a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as <i>personal and social</i>).	a Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and explain connection to specific purpose and context (such as <i>social and cultural</i>).	a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as <i>social, cultural, and historical</i>).	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 <i>introductions, transitions, and codas</i>) that convey expressive intent .				
	b With guidance , generate musical ideas (such as movements or motives).	b With guidance , generate musical ideas (such as movements or motives).	b With limited guidance , generate musical ideas in multiple tonalities (such as <i>major and minor</i>) and meters (such as <i>duple and triple</i>).	b Generate musical patterns and ideas within the context of a given tonality (such as <i>major and minor</i>) and meter (such as <i>duple and triple</i>).	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 <i>major and minor</i>) and meters .	b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within specific related tonalities, meters, and simple chord changes .							

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	HS Proficient	
Plan and Make	<p>a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</p>	<p>a With guidance, demonstrate and choose favorite musical ideas .</p>	<p>a With <i>limited</i> guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .</p>	<p>a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p>	<p>a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .</p>	<p>a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p>	<p>a Demonstrate selected and develop ed musical ideas for improvisations, arrangements , or compositions to express intent, and explain connection to purpose and context.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>			
	<p>b – With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p>	<p>a With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p>	<p>b With <i>limited</i> guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p>	<p>b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p>	<p>b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>	<p>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.</p>	<p>b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences .</p>	<p>b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>			

CREATING												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	HS Proficient	HS Accomplished	HS Advanced	
Evaluate and Refine	a With substantial guidance , consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	a - With guidance , <i>apply</i> personal, peer, and teacher feedback in refining personal musical ideas.	a With limited guidance , <i>discuss and</i> apply personal, peer, and teacher feedback to refine personal musical ideas.	a <i>Interpret</i> and apply personal, peer, and teacher feedback to <i>revise</i> personal music .	a <i>Evaluate, refine, and document</i> revisions to personal musical ideas , <i>applying teacher-provided and collaboratively-developed criteria and feedback.</i>	a Evaluate, refine , and document revisions to personal music, <i>applying teacher-provided and collaboratively-developed criteria</i> and feedback to <i>show improvement over time.</i>	a Evaluate, refine , and document revisions to personal music, <i>applying teacher-provided and collaboratively-developed criteria</i> and feedback, <i>and explain rationale for changes.</i>	a Evaluate their own work, applying teacher-provided criteria such as <i>application of selected elements of music, and use of sound sources</i> .	a Evaluate their own work, applying selected criteria such as <i>appropriate application of elements of music including style , form , and use of sound sources.</i>	a Evaluate their own work by selecting and applying criteria including <i>appropriate application of compositional techniques , style, form, and use of sound sources.</i>			Evaluate and Refine
								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 <i>and peers</i>).	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	HS Proficient	HS Accomplished	HS Advanced	
Present	a With substantial guidance , share revised personal musical ideas with peers.	a With guidance , <i>demonstrate</i> a <i>final version</i> 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 <i>or informal audience.</i>	a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience.</i>	a Present the final version of personal created music to others, <i>and describe connection to expressive intent</i> .	a Present the final version of personal created music to others, <i>and explain connection to expressive intent.</i>	a Present the final version of personal created music to others <i>that demonstrates craftsmanship</i> , 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.			Present

PERFORMING											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?													
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
Imagine	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, <i>knowledge about, and purpose of</i> varied musical selections.	a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context</i> .	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 <i>their personal and others' technical skill</i> .	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?													
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
Analyze	a With substantial guidance, explore and demonstrate awareness of musical contrasts.	a With guidance, explore and demonstrate awareness of <i>musical contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance</i> .	a With limited guidance, demonstrate knowledge of music concepts (such as <i>beat and melodic contour</i>) 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 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, read 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, 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 Identify 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?													
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
Interpret	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).			

PERFORMING		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?										Imagine		
		Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate and Refine	a	With substantial guidance , practice and demonstrate what they like about their own performances .	With guidance , apply personal, teacher, and peer feedback to refine performances .	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 and expressiveness 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 impact , 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 , apply personal, peer, and teacher feedback to refine performances .	With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.	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 .						

PERFORMING		Anchor Standard 6: Convey meaning through the presentation of artistic work.											PERFORMING		
		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?													
Present		Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	Present
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, <i>alone or with others</i> , 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 <i>appropriately for the audience</i> .	b Perform appropriately for the audience and purpose .	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, genre, and style .	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, and context .	b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context .				

RESPONDING		Anchor Standard 7: Perceive and analyze artistic work											RESPONDING	
		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	HS Proficient	HS Accomplished	HS Advanced
Imagine	a	With substantial guidance , state personal interests and demonstrate why they prefer some music selections over others.	With guidance , list personal interests and demonstrate why they prefer some music selections over others.	With limited guidance , identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	<i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific purposes.	<i>Demonstrate and describe</i> how selected music connects to and is influenced by specific interests, experiences, or purposes.	<i>Demonstrate and explain</i> how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	<i>Demonstrate and explain, citing evidence</i> , 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.			
	b													
		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	HS Proficient	HS Accomplished	HS Advanced
Analyze	a	With substantial guidance , explore musical contrasts in music.	With guidance , demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	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.	<i>Describe</i> how specific music concepts are used to support a specific purpose in music.	<i>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>Demonstrate and explain</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).	<i>Demonstrate and explain, 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).	Describe how the elements of music and expressive qualities relate to the structure of the pieces.	<i>Classify and explain</i> how the elements of music and expressive qualities relate to the structure of contrasting pieces.	<i>Compare</i> how the elements of music and expressive qualities relate to the structure within programs of music.			
	b													

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	HS Proficient	HS Accomplished	HS Advanced		
Interpret	<p>a With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).</p>	<p>a With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>	<p>a With <i>limited guidance, demonstrate and identify expressive qualities</i> (such as <i>dynamics and tempo</i>) that reflect creators'/performers' expressive intent.</p>	<p>a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>a 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.</p>	<p>a <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.</p>					Interpret	

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	HS Proficient		HS Accomplished
Evaluate	a With substantial guidance, talk about personal and expressive preferences in music.	b With guidance , apply <i>personal and expressive preferences in the evaluation of music.</i>	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 <i>musical works and performances</i> , applying established criteria , and describe <i>appropriateness to the context</i> .	a Evaluate musical works and performances , applying established criteria , and <i>explain</i> appropriateness to the context .	a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context , <i>citing evidence from the elements of music</i> .	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 .				

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?										CONNECTING				
		Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced		
Imagine	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.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.				Imagine	
	MUC3.2.PKa With substantial guidance, share revised musical ideas with peers.	MUC3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.	MUC2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	MUC2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.	MUC2.1.3a Demonstrate selected musical ideas for a simple improvisation to express intent, and describe connection to a specific purpose and context.	MUC2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	MUC2.1.5a Demonstrate selected and develop ed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	MUC2.1.6a 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.	MUC2.1.7a 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.	MUC2.1.8a 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.						
	MUP4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.	MUP4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.	MUC3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUC3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUC3.2.3a Present the final version of created music for others, and describe connection to expressive intent.	MUC3.2.4a Present the final version of created music for others, and explain connection to expressive intent.	MUC3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.	MUC3.2.6a 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.	MUC3.2.7a 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.	MUC3.2.8a 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.						
	MUP4.3.PKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	MUP4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	MUP4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	MUP4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	MUP4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	MUP4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	MUP4.1.5a 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.	MUP4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.	MUP4.1.7a 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.	MUP4.1.8a 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.						
		MURe7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	MURe7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	MUP4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	MUP4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	MUP4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	MUP4.3.6a 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.	MUP4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	MUP4.3.8a 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).							
				MURe7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	MURe7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	MURe7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.	MURe7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	MURe7.1.7a Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.	MURe7.1.8a 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.							

CONNECTING	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding											CONNECTING	
	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	HS Proficient	HS Accomplished	HS Advanced
<p>a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>MUPr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.</p>	<p>MUPr4.2.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 .</p>	<p>MUCr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .</p>	<p>MUCr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p>	<p>MUCr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social) .</p>	<p>MUCr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural) .</p>	<p>MUCr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical) .</p>	<p>MUCr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p>	<p>MUCr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p>	<p>MUCr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p>			
	<p>MURe7.2.PKa With substantial guidance, explore musical contrasts in music.</p>	<p>MURe7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>MUPr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>MUPr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p>	<p>MUPr4.2.3c Describe how context (such as personal and social) can inform a performance.</p>	<p>MUPr4.2.4c Explain how context (such as social and cultural) informs a performance.</p>	<p>MUPr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</p>	<p>MUPr4.2.6c Identify how cultural and historical context inform the performances.</p>	<p>MUPr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations .</p>	<p>MUPr4.2.8c Identify how cultural and historical context inform performance and results in different musical effects .</p>			
	<p>MURe8.1.PKa With substantial guidance, talk about their personal and expressive preferences in music.</p>	<p>MURe9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music .</p>	<p>MUPr6.1.1b With limited guidance, perform music for a specific purpose with expression.</p>	<p>MUPr6.1.2a Perform music for a specific purpose with expression and technical accuracy .</p>	<p>MUPr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p>	<p>MUPr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .</p>	<p>MUPr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .</p>	<p>MUPr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p>	<p>MUPr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context .</p>	<p>MUPr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .</p>			
		<p>MURe7.2.1a 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 .</p>	<p>MURe7.2 Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>MURe7.2.3a 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) .</p>	<p>MURe7.2.4a 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) .</p>	<p>MURe7.2.5a 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) .</p>	<p>MURe7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>MURe7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	<p>MURe7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>				
		<p>MURe9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>MURe9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>MURe9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context .</p>	<p>MURe9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>	<p>MURe9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music .</p>	<p>MURe9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.</p>	<p>MURe9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.</p>	<p>MURe9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>				