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

ATING		ze and develop artistic ideas Ausicians' creative choices a		se, context, and expressive i	ntent.									CREATING
L L L	Essential Question(s): How	do musicians make creative	decisions?											Ĕ,
CR	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	Ð
ake	a With substantial	a With guidance,	a With limited	a Demonstrate and	a Demonstrate selected	a Demonstrate selected	a Demonstrate	a Select, organize,	 a Select, organize, 	a Select, organize, and				ake
ž	guidance, explore	demonstrate and	guidance, demonstrate	explain personal	musical ideas for a	and organized musical	selected and develop	construct, and	develop and document	document personal				ŝ
and	favorite musical ideas	choose favorite	and discuss personal	reasons for selecting	simple improvisation	ideas for an	ed musical ideas for	document personal	personal musical ideas	musical ideas for				and
an	(such as movements,	musical ideas .	reasons for selecting	patterns and ideas for	or composition to	improvisation,	improvisations,	musical ideas for	for arrangements ,	arrangements, songs,				an
٩	vocalizations, or		musical ideas that	music that	express intent , and	arrangement, or	arrangements, or	arrangements and	songs, and	and compositions				۹.
	instrumental		represent expressive	represent expressive	describe connection to	composition to express	compositions to	compositions within	compositions within	within				
	accompaniments).		intent .	intent.	a specific purpose and	intent, and explain	express intent, and	AB or ABA form that	AB, ABA, or theme and	expanded forms that				
					context .	connection to purpose	explain connection to	demonstrate an	variation forms that	demonstrate				
						and context.	purpose and context.	effective beginning,	demonstrate unity and	tension and release ,				
								middle, and ending, and	variety and convey	unity and variety,				
								convey expressive	expressive intent.	balance, and convey				
								intent.		expressive intent.				
	b – With substantial	a With guidance.	b With <i>limited</i>	b Use iconic or	b Use standard and/or	b Use standard and/or	b Use standard and/or	b Use standard and/or	b Use standard and/or	b Use standard and/or				
	guidance, select and	· · · · · · · · · · · · · · · · · · ·		standard notation	iconic notation and/or			iconic notation and/or	iconic notation and/or	iconic notation and/or				
	keep track of the order	musical ideas using	standard notation	and/or recording	recording technology to	recording technology to	recording technology to	audio/ video recording	audio/ video recording	audio/ video recording				
	for performing original	iconic notation and/or	and/or	technology to combine.	document	document		to document personal	to document personal	to document personal				
	musical ideas, using	recording technology.	recording technology to	sequence, and	personal rhythmic and	personal rhythmic,	personal rhythmic,	simple rhythmic	simple rhythmic	rhythmic phrases,				
	iconic notation and/or		• •	document personal	melodic musical ideas.	melodic, and simple			phrases, melodic	melodic phrases, and				
	recording technology.			musical ideas.		harmonic musical			phrases, and harmonic					
						ideas.		chord harmonic	sequences .					
								musical ideas.						
										1				

(7	Anchor Standard 2: Poline	and complete artistic work.												(7
CREATING	Enduring Understanding:	Musicians evaluate, and refir	e their work through openne		, and the application of appr	ropriate criteria.								CREATING
CRE/	Essential Question(s): How	do musicians improve the qu	uality of their creative work?											CRE/
Ŭ	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	Ŭ
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, <i>peer</i>, and teacher feedback in refining personal musical ideas. 			a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively- developed criteria and feedback.	a Evaluate, refine, and document revisions to personal music, applying teacher- provided and collaboratively- developed criteria and feedback to show improvement over time.	a Evaluate, refine, and document revisions to personal music, applying teacher- provided and collaboratively- developed criteria and feedback, and explain	a Evaluate their own work, applying teacher- provided criteria such as application of selected elements of music, and use of sound sources .	a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	a Evaluate their own work by selecting and applying criteria including appropriate application of compositional	ns Proncent		ns Advanced	Evaluate and Refine
		Musicians' presentation of c	reative work is the culminatio	on of a process of creation a	nd communication			b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.				
	Pre K	Kindergarten	1st	2nd	3rd	4th	Sth	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	_
Present	a With substantial guidance, share revised personal musical ideas with peers.	a With guidance,	a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Convey expressive intent for a specific	a Present the final version of personal created music to others, and describe connection to expressive intent.	a Present the final version of personal created music to others,	a Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.	a Present the final version of their	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	ng Pronoent	no Accomprisme	ns Advanceu	Present

5NG		analyze, and interpret artisti											
		Performers' interest in and k do performers select reperto Kindergarten		understanding of their own 2nd	technical skill, and the conte 3rd	ext for a performance influer 4th	nce the selection of repertoir 5th	e. 6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	a With substantial guidance, demonstrate and state preference for varied musical selections.	a With guidance, demonstrate and state personal interest in varied musical selections.	a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	a Apply teacher- provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	a Apply collaboratively- developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	a Apply personally- developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.			
	Essential Question(s): How	Analyzing creators' context a does understanding the stru	ucture and context of musica	l works inform performance	?								
(Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	a With substantial guidance, explore and demonstrate awareness of musical contrasts.	a With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.		a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	a Demonstrate understanding of the structure in music selected for performance.	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	a Explain how understanding the structure and the elements of music are used in music selected for performance.	a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.			
			b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	b When analyzing selected music, read and perform <i>rhythmic</i> <i>patterns</i> and melodic <i>phrases</i> using iconic and standard notation.	b When analyzing selected music, r ead and perform using iconic and/or standard notation.	b When analyzing selected music, read and perform using standard notation.	b When analyzing selected music, read and identify by name or function standard symbols for rhythm , pitch , articulation , and dynamics .	b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.	b When analyzing selected music, sight- read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.			
					c Describe how context (such as personal and social) can inform a performance.	c Explain how context (such as social and cultural) informs a performance.	c Explain how context (such as social, cultural, and historical) informs performances.	 Identify how cultural and historical context inform performances. 	c Identify how cultural and historical context inform performances and result in <i>different</i> <i>music</i> interpretations.	c Identity how cultural and historical context inform performances and result in different musical effects.			
		Performers make interpretiv do performers interpret mus											
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	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, timber, 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).			

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
V	Vith substantial	a With guidance, apply	a With limited	a - Apply established	a - Apply teacher-	a Apply teacher-	a Apply teacher-	a Identify and apply	a Identify and apply	a Identify and apply			
1	dance, practice and	personal, teacher, and	guidance, apply	criteria to judge the	provided and	provided and	provided and	teacher-provided	collaboratively-	personally- developed			
r	nonstrate what they	peer feedback to refine	personal, teacher, and	accuracy,	collaboratively -	collaboratively-	established criteria	criteria (such as correct	developed criteria	criteria (such as			
e	about their own	performances.	peer feedback to	expressiveness, and	developed criteria and	developed criteria and	and feedback to	interpretation of	(such as demonstrating	demonstrating correct			
er	formances.		refine performances.	effectiveness of	feedback to evaluate	feedback to evaluate	evaluate the accuracy	notation, technical	correct interpretation	interpretation of			
				performances .	accuracy of ensemble	accuracy and	and expressiveness of	accuracy, originality,	of notation, technical	notation, technical skill			
					performances .	expressiveness of	ensemble and personal	and interest) to	skill of performer,	of performer,			
						ensemble and personal	performances.	rehearse, refine, and	originality, emotional	originality, emotional			
						performances.		determine when a piece	impac t, and interest)	impact, variety, and			
								is ready to perform.	to rehearse, refine, and	interest) to rehearse,			
								· ·	determine when the	refine, and			
									music is ready to	determine when the			
									perform.	music is ready to			
										perform.			
	Vith substantial	b With guidance, use		b – Rehearse, identify		b Rehearse to refine	b Rehearse to refine						
-	dance, apply		guidance, use suggested			technical accuracy and	technical accuracy and						
	sonal, peer, and			address interpretive,		expressive qualities,	expressive qualities to						
	cher feedback to		·····	, , , , , , , , , , , , , , , , , , , ,	and identified	and	address challenges, and						
refi	ne performances.	qualities of music.	challenges of music.	technical challenges of		address performance	show improvement over						
				music.		challenges.	time.						

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

PONDING	Endu	luring Understanding: Ir ential Question(s): How o	to individuals choose music	to experience?	eir interests, experiences, und										PONDING
RESI		Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	RESI
Imagine	guid pers dem prefe	dance, state sonal interests and nonstrate why they fer some music ections over others.	experiences and demonstrate why they prefer some music selections over others.		a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	a Select or choose contrasting music to listen to and <i>compare</i> the connections to specific interests or experiences for a specific purpose .	a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.				Imagine
			esponse to music is informe lo individuals choose music Kindergarten		II, cultural, and historical) and 2nd	d how creators and perform 3rd	ers manipulate the elements 4th	of music. Sth	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	
Analyze	guid	dance, explore sical contrasts in sic.	demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	guidance, demonstrate	are used to support a	a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music , and context (such as personal and social).	to music are informed by the structure , the	a Demonstrate and explain, citing evidence , how responses to musica reinformed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).	a Describe how the elements of music and expressive qualities relate to the structure of the pieces.	a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	a Compare how the elements of music and expressive qualities relate to the structure within programs of music.				Analyze
									b Identify the context of music from a variety of genres, cultures, and historical periods.	, ,					

DNIDNG	Enduring Understanding:		istic work. Is and structures of music, cre reators' and performers' expr		le clues to their expressive in	ntent.								DNIDNG
RESPO	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	RESPO
ret	a With substantial	a With guidance,	a With limited	a Demonstrate	a Demonstrate and	a Demonstrate and	a Demonstrate and	a Describe a personal	a Describe a	a Support personal				ret
terp	guidance, explore	demonstrate	guidance, demonstrate	knowledge of music	describe how the	explain how the	explain how the	interpretation of how	personal interpretation	interpretation of				terp
Ē	music's expressive	awareness of	and identify	concepts and how they	expressive qualities	expressive qualities	expressive qualities	creators' and	of contrasting works	contrasting programs				Ξ
	qualities (such as	expressive qualities	expressive qualities	support creators'/	(such as dynamics and	(such as dynamics,	(such as dynamics,	performers' application	and explain how	of music and explain				
	dynamics and tempo).	(such as dynamics and	(such as dynamics and	performers' expressive	tempo) are used in	tempo, and timbre)	tempo, timbre, and	of the elements of	creators' and	how creators' or				
		tempo) that reflect	tempo) that reflect	intent.	performers'	are used in performers'	articulation) are used	music and expressive	performers' application	performers' apply the				
		creators'/performers'	creators'/ performers'		interpretations to	and personal	in performers' and	qualities, within genres	of the elements of	elements of				
		expressive intent.	expressive intent.		reflect expressive	interpretations to	personal	and cultural and	music and expressive	music and expressive				
					intent .	reflect expressive	interpretations to	historical context,	qualities, within	qualities, within genres,				
						intent.	reflect expressive	convey expressive	genres, cultures, and	cultures, and historical				
							intent.	intent.	historical periods,	periods to convey				
									convey expressive	expressive intent.				
									intent.					

	E	Enduring Understanding: Th				sis, interpretation, and estab	lished criteria.								PONDING
DEC		Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	RESI
ate	a	a With substantial	b With guidance, apply	a With limited	a Apply personal and	a Evaluate musical	a Evaluate musical	a Evaluate musical	a Apply teacher-	a Select from teacher-	a Apply appropriate				ate
alui	ŧ	guidance, talk about	personal and expressive	guidance, apply	expressive preferences	works and	works and	works and	provided criteria to	provided criteria to	personally-				alui
Š	F	personal and expressive	preferences in the	personal and expressive	in the evaluation of	performances ,	performances ,	performances, applying	evaluate musical works	evaluate musical works	developed criteria to				Ē
	F	preferences in music.	evaluation of music.	preferences in the	music for specific	applying established	applying established	established criteria, and	or performances.	or performances.	evaluate musical works				
				evaluation of music for	purposes.	criteria , and	criteria, and explain	explain appropriateness			or performances.				
				specific purposes .		describe	appropriateness to the	to the context, citing							
						appropriateness to the	context.	evidence from the							
						context .		elements of music .							

-	Enduring Understanding: I	hesize and relate knowledge Musicians connect their pers	onal interests, experiences,	deas, and knowledge to crea		nding.							
ĺ	Essential Question(s): How Pre K	do musicians make meaning Kindergarten	ful connections to creating, 1st	performing, and responding 2nd	? 3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	Demonstrate how	a Demonstrate how	a Demonstrate how	2a Demonstrate how	a Demonstrate how	a Demonstrate how	a Demonstrate how	a Demonstrate how	a Demonstrate how	a Demonstrate how			
	terests, knowledge.	interests, knowledge,	interests, knowledge,	interests, knowledge,	interests, knowledge.	interests, knowledge,	interests, knowledge,	interests, knowledge,	interests, knowledge,	interests, knowledge,			
		and skills relate to	and skills relate to	and skills relate to	and skills relate to	and skills relate to	and skills relate to	and skills relate to	and skills relate to	and skills relate to			
	nd skills relate to												
	personal choices and	personal choices and	personal choices and	personal choices and	personal choices and	personal choices and	personal choices and	personal choices and	personal choices and	personal choices and			
	intent when creating,	intent when creating,	intent when creating,	intent when creating,	intent when creating,	intent when creating,	intent when creating,	intent when creating,	intent when creating,	intent when creating,			
	performing, and	performing, and	performing, and	performing, and	performing, and	performing, and	performing, and	performing, and	performing, and	performing, and			
	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.			
	MU:Cr3.2.PKa With	MU:Cr3.2.Ka With guidance,	MU:Cr2.1.1a With limited	MU:Cr2.1.2a Demonstrate	MU:Cr2.1.3a Demonstrate	MU:Cr2.1.4a Demonstrate	MU:Cr2.1.5a Demonstrate	MU:Cr2.1.6a Select, organize,	MU:Cr2.1.7a Select, organize,	MU:Cr2.1.8a Select, organize,			
l	substantial guidance, share	demonstrate a final version	guidance, demonstrate and	and explain personal reasons	selected musical ideas for a	selected and organized	selected and develop ed	construct, and document	develop and document	and document personal			
l	revised musical ideas with	of personal musical ideas to	discuss personal reasons for selecting musical ideas that	for selecting patterns and ideas for their music that	simple improvisation or composition to express	musical ideas for an improvisation. arrangement .	musical ideas for improvisations,	personal musical ideas for arrangements	personal musical ideas for arrangements, songs, and	musical ideas for arrangements, songs, and			
l	jeers.	peers.	represent expressive intent.	represent expressive intent.	intent, and describe	or composition to express	arrangements , or	and compositions within	compositions within AB, ABA,	compositions within expanded			
			represent expressive menti	represent expressive intent.	connection to a specific	intent. and explain	compositions to express	AB or ABA form that	or theme and variation forms	forms that demonstrate			
					purpose and context .	connection to purpose and	intent, and explain	demonstrate an effective	that demonstrate unity and	tension and release , unity			
						context.	connection to purpose and	beginning, middle, and ending,	variety and convey expressive	and variety, and balance, and			
							context.	and convey expressive intent.	intent.	convey expressive intent.			
ŀ	MU:Pr4.1.PKa With	MU:Pr4.1.Ka With guidance.	MU:Cr3.2.1a With limited	MU:Cr3.2.2a Convey	MU:Cr3.2.3a Present the final	MU:Cr3.2.4a Present the final	MU:Cr3.2.5a Present the final	MU:Cr3.2.6a Present the final	MU:Cr3.2.7a Present the final	Mile-2.2.0- Descent the first			
l	substantial guidance.	demonstrate and state	guidance, convey expressive	expressive intent for a specific		version of created music for	version of created music for	version of their documented	version of their documented	version of their documented			
ľ	demonstrate and state	nersonal interest	intent for a specific purpose	purpose by presenting a final		others, and explain	others that demonstrates	personal composition or	personal composition. song. or	personal composition, song, or			
I	preference for varied musical	in varied musical selections.	by presenting a final version	version	connection to expressive	connection to expressive	craftsmanship , and explain	arrangement, using	arrangement, using	arrangement, using			
l	selections.		of personal musical ideas to	of personal musical ideas to	intent.	intent.	connection to expressive	craftsmanship and originality	craftsmanship and originality	craftsmanship and originality			
			peers or informal audience.	peers or informal audience.			intent.	to demonstrate an effective	to demonstrate unity and	to demonstrate the application			
								beginning, middle, and ending,	variety, and convey	of compositional techniques			
I								and convey expressive intent.	expressive intent.	for creating unity and variety,			
I										tension and release, and			
l										balance to convey expressive			
										intent			
										intent.			
										intent.			
1										intent.			
			AU-0-4.2.1-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0	AULD-4.2.2- D	ANU-D-41.2- D				MUD-417- Arch				
	MU:Pr4.3.PKa With	MU:Pr4.3.Ka With guidance,	MU:Pr4.3.1a Demonstrate	MU:Pr4.3.2a Demonstrate	MU:Pr4.1.3a Demonstrate	MU:Pr4.1.4a Demonstrate and	MU:Pr4.1.5a Demonstrate and		MU:Pr4.1.7a Apply	MU:Pr4.1.8a Apply personally-			
	substantial guidance, explore	demonstrate awareness of	and describe music's	understanding of expressive	and explain how the selection	explain how the selection of	explain how the selection of	provided criteria for selecting	collaboratively-developed	MU:Pr4.1.8a Apply personally- developed criteria for			
		demonstrate awareness of expressive qualities (such as	and describe music's expressive qualities (such as						collaboratively-developed criteria for selecting music of	MU:Pr4.1.8a Apply personally- developed criteria for selecting music of contrasting			
	substantial guidance, explore music's expressive qualities	demonstrate awareness of	and describe music's	understanding of expressive qualities (such as dynamics	and explain how the selection of music to perform is	explain how the selection of music to perform is influenced	explain how the selection of music to perform is influenced	provided criteria for selecting music to perform for a specific purpose	collaboratively-developed	MU:Pr4.1.8a Apply personally- developed criteria for			
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	substantial guidance, explore music's expressive qualities (such as voice quality,	demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the	and describe music's expressive qualities (such as dynamics and tempo). MUSRe7.1.1a With limited guidance, <i>dentify</i> and <i>demostrate</i> how personal interests and experiences influence musical selection for	understanding of expressive qualities (such as dynamics and tempo) and how creators use them to conney expressive Intent . MUSRe7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for	and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context . MUSPr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). MUSRP7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests	explain how the selection of music to perform is influenced by personal interest; trowledge, context, and technical skill . MU3Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive qualities (such as dynamics, tempo, and timbre) . MU3Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests	explain how the selection of music to perform is influenced by personal interest, inowindge, context, as well as their personal and others' technical skill . MUSPr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style) . MUSRe7.1.5a Demonstrate and explain, climg evidence, how selected music connects	provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen. MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the elements of music and the elements of music dynamics, tempo, Limbre, aptrosing) convey intent. MU:Ne7.1.6a Select or choose music to listen to and explain the connections to or	collaboratively-developed colleboratively-developed contrasting styles for a program with a specific purpose and/c context and, after discussion, identify expressive quadrites , technical contrasting pieces of maic demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, limbre, articulation/style, and phrasing) convey intent.	NULP14.1.8a 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. MULP14.3.8a Perform contrasting pieces of music , demonstrating on 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). MULR2.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections			
	substantial guidance, explore music's expressive qualities (such as voice quality,	demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the	and describe music's expressive qualities (such as dynamics and tempo). MUSRe7.1.1a With limited guidance, <i>dentify</i> and <i>demostrate</i> how personal interests and experiences influence musical selection for	understanding of expressive qualities (such as dynamics and tempo) and how creators use them to conney expressive Intent . MUSRe7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for	and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context . MUDP4.3.3a Demonstrate and describe how intent is conveyed through operssive qualities (such as dynamics and tempo). MUJRe7.1.3a Demonstrate and describe how selectd music connects to and is	explain how the selection of music to perform is influenced by personal interest, involvelige, context, and technical skill . MUSPr4.3.4a Demonstrate and explain how intent is conveyed through interpretive qualities (such as dynamics, tempo, and timbre) . MUSRc7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests.	explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill . MUSPr4.3.5a Demonstrate and explain how interest is conveyed through interpretive detailities (such as dynamics, tempo, timbre, and articulation/skyle). MUSRe7.1.5a Demonstrate and explain, crimg evidence, to a select amusic converts to, and is influenced by specific interests, experiences,	provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen. MULPr4.3.6a Perform a selected piece of music demonstrating how their interpretations of their elements of music and their elements of music such as dynamics, tempo, timbre, articulation/style, and phrosing convey intent. MULRe7.1.6a Select or choose music to listen to and explain the connections to specific intervests or a specific	collaboratively-developed contrastrutely-developed contrastrutely asytes for a program with specific purpose and/or context and, shard discussion, leading challenges, and reasons for chalaes. Interpretations of the elements of music demonstrating pieces of music demonstrating their personal interpretations of the elements of music appressive qualities (such as dynamics, tempo, timbre, amiculaiton/style, and phrasing) convey intent. MU3Re7.1.7a Select or choose contrasting music to listen to al compare the connection to specific interests or experiences of	MU:Pr4.1.8a Apply personally- developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices. MU:Pr4.3.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). MU:Re7.1.8a Select programs of music (such as a CD mix or live performance) and demonstrate the connections to an interest			
	substantial guidance, explore music's expressive qualities (such as voice quality,	demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the	and describe music's expressive qualities (such as dynamics and tempo). MUSRe7.1.1a With limited guidance, <i>dentify</i> and <i>demostrate</i> how personal interests and experiences influence musical selection for	understanding of expressive qualities (such as dynamics and tempo) and how creators use them to conney expressive Intent . MUSRe7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for	and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context . MUSPr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). MUSRP7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests	explain how the selection of music to perform is influenced by personal interest; trowledge, context, and technical skill . MU3Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive qualities (such as dynamics, tempo, and timbre) . MU3Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests	explain how the selection of music to perform is influenced by personal interest, inowindge, context, as well as their personal and others' technical skill . MUSPr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style) . MUSRe7.1.5a Demonstrate and explain, climg evidence, how selected music connects	provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen. MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the elements of music and the elements of music dynamics, tempo, Limbre, aptrosing) convey intent. MU:Ne7.1.6a Select or choose music to listen to and explain the connections to or	collaboratively-developed colleboratively-developed contrasting styles for a program with a specific purpose and/c context and, after discussion, identify expressive quadrites , technical contrasting pieces of maic demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, limbre, articulation/style, and phrasing) convey intent.	NULP14.1.8a 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. MULP14.3.8a Perform contrasting pieces of music , demonstrating on 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). MULR2.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections			

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
Demonstrate aderstanding of lationships between usic and the other usic and the other site contexts, and illy e. JP742.PKa With substant idance, explore and monstrate awareness of sical contrasts.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. ail MUHP4.2Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/how, load/soft, some/different) in a warter both	a Demonstrate understanding of relationships between musicand the other arts, other disciplines, varied contexts, and daily life. MUC2.1.1a With limited pulsance, create musical pulsance, create musical dises (such as oswering a musical question) for a specific ammore	a Demonstrate understanding of relationships between musica and the other arts, other disciplines, varied contexts, and daily life. MUC:1.1.2 improvise rhythmic and medde patterns and musical ideas for a specific purpose.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MUCC1.13 improvise rhytmic and melodic ides, and describe concerto to specific purpose and context fuelor be serioned	a Demonstrate understanding of relationships between musica and the other arts, other disciplines, varied contexts, and daily life. MuCc1.14 Improvise rhythm; melodic, and harmonic ideas; and explain connection to specific purpose and context Such as	a Demonstrate understanding of relationships between musica and the other arts, other disciplines, varied contexts, and daily life. MUCC1.15 improvise rhythm; melodic, and harmonic ideas, and explain connection to specific purpose and context (such as	understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MUCL1.7s Generate rhythmic, metodic, and harmonic phrases and voriations over harmonic	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MUCr1.18 Generate rhytmic, melodic and harmonic phrases and harmonic accomponiments within exander forms			
J:Re7.2.PKa With stantial guidance, explor sical contrasts in music.	music selected for performance . MU:Re7.2.Ka With guidance,	MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a) in music from a variety of cultures selected for	Context (such as personal and social). MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.	MUSPA2.24c Explain how context (such as social and cultural) informs a performance.	purpose and context (such as social, cultural, and historicol). MU:Pr4.2.ScExplain how context (such as social, cultural, and historicol) informs performances.	MU:Pr4.2.6c Identify how	accomputation with Ab, ABA, or theme and variation forms that convey expressive intent. MU:Pr4.2.7c identify how cultural and historical context inform performance and results in different music interpretations.	Multin expansed prims (including introductions, transitions, and codas) that convey expressive intent. MU:Pr4.2.&c identity how cultural and historical context inform performance and results in different musical effects.			
J:Re9.1.PKa With stantial guidance, talk out their personal and oressive preferences in sic.	MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music .	variety of cultures selected for performance MUSP6.1.1.4 With limited guidance, perform music for a specific purpose with expression.	performance. MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.	MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	MU-Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .	MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .	MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.			
		MU:Re7.2.1a With limited guidance, demonstrate and idently how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose.	MU:Re7.2. Describe how specific music concepts are used to support a specific purpose in music.	MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	MU-Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and <i>cultural</i>).	MU:Re7.2.5a 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).	MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.	MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.	MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.			
		MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	the evaluation of music for	MU:Re9.1.3a Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .	MU:Re9.1.4a Evaluate musical works and performances, applying established criterla, and explain appropriateness to the context.	MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of	teacher-provided criteria to evaluate musical works or	MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.	MU:Re9.1.8a Apply appropriate <i>personally-</i> <i>developed</i> criteria to evaluate musical works or performances.			