

Music

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 (MU:Cr1.1.PK)	Kindergarten (MU:Cr1.1.K)	1 st (MU:Cr1.1.1)	2 nd (MU:Cr1.1.2)	3 rd (MU:Cr1.1.3)	4 th (MU:Cr1.1.4)	5 th (MU:Cr1.1.5)	6 th (MU:Cr1.1.6)	7 th (MU:Cr1.1.7)	8 th (MU:Cr1.1.8)	HS Proficient	HS Accomplished	HS Advanced	
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 <i>musical question</i>) 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 personal and social).	a Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and explain connection to specific purpose and context (such as social and cultural).	a Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	a Generate simple rhythmic, melodic, and <i>harmonic phrases</i> within AB and ABA forms that convey expressive intent .	a Generate rhythmic, melodic, and <i>harmonic phrases</i> and <i>variations over harmonic accompaniments</i> within AB, ABA, or theme and variation forms that convey expressive intent .	a Generate rhythmic, melodic and <i>harmonic phrases and accompaniments</i> 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 limited guidance , generate musical ideas in <i>multiple tonalities</i> (such as major and minor) and meters (such as <i>duple and triple</i>).	b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) 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 <i>related tonalities</i> (such as major and minor) and meters .	b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes .									