

# Music

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 (MU:Cn10.1.PK)	Kindergarten (MU:Cn10.1.K)	1 <sup>st</sup> (MU:Cn10.1.1)	2 <sup>nd</sup> (MU:Cn10.1.2)	3 <sup>rd</sup> (MU:Cn10.1.3)	4 <sup>th</sup> (MU:Cn10.1.4)	5 <sup>th</sup> (MU:Cn10.1.5)	6 <sup>th</sup> (MU:Cn10.1.6)	7 <sup>th</sup> (MU:Cn10.1.7)	8 <sup>th</sup> (MU:Cn10.1.8)	HS Proficient	HS Accomplished	HS Advanced
	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.	<b>2a</b> 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.			
	MU:Cr3.2.PKa With substantial <b>guidance</b> , share revised <b>musical ideas</b> with peers.	MU:Cr3.2.Ka With <b>guidance</b> , <b>demonstrate</b> a final version of personal <b>musical ideas</b> to peers.	MU:Cr2.1.1a With limited <b>guidance</b> , <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	MU:Cr2.1.2a <b>Demonstrate</b> and explain personal reasons for selecting patterns and ideas for their music that represent <b>expressive intent</b> .	MU:Cr2.1.3a <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b> , and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b> .	MU:Cr2.1.4a <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b> , <b>arrangement</b> , or <b>composition</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	MU:Cr2.1.5a <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	MU:Cr2.1.6a Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA</b> form that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	MU:Cr2.1.7a Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b> , <b>songs</b> , and <b>compositions</b> within <b>AB</b> , <b>ABA</b> , or <b>theme</b> and <b>variation</b> forms that <b>demonstrate unity</b> and <b>variety</b> and convey <b>expressive intent</b> .	MU:Cr2.1.8a Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b> , <b>songs</b> , and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate tension</b> and <b>release</b> , <b>unity</b> and <b>variety</b> , and <b>balance</b> , and convey <b>expressive intent</b> .			
	MU:Pr4.1.PKa With substantial <b>guidance</b> , <b>demonstrate</b> and state preference for varied musical selections.	MU:Pr4.1.Ka With <b>guidance</b> , <b>demonstrate</b> and state personal interest in varied musical selections.	MU:Cr3.2.1a With limited <b>guidance</b> , convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	MU:Cr3.2.2a Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	MU:Cr3.2.3a <b>Present</b> the final version of created music for others, and describe <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.4a <b>Present</b> the final version of created music for others, and explain <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.5a <b>Present</b> the final version of created music for others that <b>demonstrates craftsmanship</b> , and explain <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.6a <b>Present</b> the final version of their documented personal <b>composition</b> or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	MU:Cr3.2.7a <b>Present</b> the final version of their documented personal <b>composition</b> , <b>song</b> , or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate <b>unity</b> and <b>variety</b> , and convey <b>expressive intent</b> .	MU:Cr3.2.8a <b>Present</b> the final version of their documented personal <b>composition</b> , <b>song</b> , or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity</b> and <b>variety</b> , <b>tension</b> and <b>release</b> , and <b>balance</b> to convey <b>expressive intent</b> .			
	MU:Pr4.3.PKa With substantial <b>guidance</b> , <b>explore</b> music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	MU:Pr4.3.Ka With <b>guidance</b> , <b>demonstrate</b> awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	MU:Pr4.3.1a <b>Demonstrate</b> and describe music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	MU:Pr4.3.2a <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) and how <b>creators</b> use them to convey <b>expressive intent</b> .	MU:Pr4.1.3a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b> , and <b>context</b> .	MU:Pr4.1.4a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b> , and <b>technical skill</b> .	MU:Pr4.1.5a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b> , as well as their personal and others' <b>technical skill</b> .	MU:Pr4.1.6a Apply <b>teacher-provided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> and explain why each was chosen.	MU:Pr4.1.7a Apply <b>collaboratively-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities</b> , <b>technical challenges</b> , and <b>reasons</b> for choices.	MU:Pr4.1.8a Apply <b>personally-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and explain <b>expressive qualities</b> , <b>technical challenges</b> , and <b>reasons</b> for choices.			

		MU:Re7.2.1a With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b> ) is used in various styles of music for a <b>purpose</b> .	MU:Re7.2. Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.	MU:Re7.2.3a <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	MU:Re7.2.4a <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	MU:Re7.2.5a <b>Demonstrate</b> and explain, <i>citing evidence</i> , how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social, cultural</b> , and <b>historical</b> ).	MU:Re7.2.6b Identify the <b>context</b> of music from a variety of <b>genres, cultures</b> , and <b>historical periods</b> .	MU:Re7.2.7b Identify and compare the <b>context</b> of music from a variety of <b>genres, cultures</b> , and <b>historical periods</b> .	MU:Re7.2.8b Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures</b> , and <b>historical periods</b> .	
		MU:Re9.1.1a With limited <b>guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	MU:Re9.1.3a Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and describe appropriateness to the <b>context</b> .	MU:Re9.1.4a Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context</b> .	MU:Re9.1.5a Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context</b> , <i>citing evidence from the elements of music</i> .	MU:Re9.1.6a Apply <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	MU:Re9.1.7a Select from <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	MU:Re9.1.8a Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	