

			MU:Re7.1.1a With limited <b>guidance</b> , <b>identify</b> and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	MU:Re7.1.2a <b>Explain</b> and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	MU:Pr4.3.3a <b>Demonstrate</b> and <b>describe</b> how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	MU:Pr4.3.4a <b>Demonstrate</b> and <b>explain</b> how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , and <b>timbre</b> ).	MU:Pr4.3.5a <b>Demonstrate</b> and <b>explain</b> how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , and <b>articulation/style</b> ).	MU:Pr4.3.6a <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	MU:Pr4.3.7a <b>Perform</b> <b>contrasting pieces</b> of music demonstrating their personal <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	MU:Pr4.3.8a <b>Perform</b> <b>contrasting pieces</b> of music, demonstrating as well as <b>explaining</b> how the music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ).
					MU:Re7.1.3a <b>Demonstrate</b> and <b>describe</b> how <b>selected music connects to</b> and is influenced by specific interests, experiences, or <b>purposes</b> .	MU:Re7.1.4a <b>Demonstrate</b> and <b>explain</b> how <b>selected music connects to</b> and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	MU:Re7.1.5a <b>Demonstrate</b> and <b>explain</b> , <b>citing evidence</b> , how <b>selected music connects to</b> , and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	MU:Re7.1.6a Select or choose music to <b>listen to</b> and <b>explain</b> the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	MU:Re7.1.7a Select or choose <b>contrasting music</b> to listen to and <b>compare</b> the <b>connection</b> to specific interests or experiences for a specific <b>purpose</b> .	MU:Re7.1.8a Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b> .

**CONNECTING** Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  
 Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.  
 Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

	Pre K (MU:Cn11.1.PK)	Kindergarten (MU:Cn11.1.K)	1 <sup>st</sup> (MU:Cn11.1.1)	2 <sup>nd</sup> (MU:Cn11.1.2)	3 <sup>rd</sup> (MU:Cn11.1.3)	4 <sup>th</sup> (MU:Cn11.1.4)	5 <sup>th</sup> (MU:Cn11.1.5)	6 <sup>th</sup> (MU:Cn11.1.6)	7 <sup>th</sup> (MU:Cn11.1.7)	8 <sup>th</sup> (MU:Cn11.1.8)	HS Proficient	HS Accomplished	HS Advanced	<b>CONNECTING</b>
--	-------------------------	-------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	---------------	-----------------	-------------	-------------------

	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.				
	MU:Pr4.2.PKa With substantial <b>guidance</b> , <b>explore</b> and <b>demonstrate</b> awareness of musical contrasts.	MU:Pr4.2.Ka With <b>guidance</b> , <b>explore</b> and <b>demonstrate</b> awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for <b>performance</b> .	MU:Cr1.1.1a With limited <b>guidance</b> , <b>create</b> <b>musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b> .	MU:Cr1.1.2a <b>Improvise</b> <b>rhythmic and melodic patterns and musical ideas</b> for a specific <b>purpose</b> .	MU:Cr1.1.3a <b>Improvise</b> rhythmic and melodic ideas, and <b>describe</b> <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	MU:Cr1.1.4a <b>Improvise</b> rhythmic, melodic, and harmonic ideas, and <b>explain</b> <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	MU:Cr1.1.5a <b>Improvise</b> rhythmic, melodic, and harmonic ideas, and <b>explain</b> <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <b>historical</b> ).	MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic <b>phrases</b> and within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b> .	MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic <b>phrases</b> and <b>variations over harmonic accompaniments</b> within <b>AB</b> , <b>ABA</b> , or <b>theme and variation forms</b> that convey <b>expressive intent</b> .	MU:Cr1.1.8a Generate rhythmic, melodic and harmonic <b>phrases</b> and <b>harmonic accompaniments</b> within <b>expanded forms</b> (including introductions, transitions, and codas) that convey <b>expressive intent</b> .				
	MU:Re7.2.PKa With substantial <b>guidance</b> , <b>explore</b> musical contrasts in music.	MU:Re7.2.Ka With <b>guidance</b> , <b>demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b> ) is used in music.	MU:Pr4.2.1a With limited <b>guidance</b> , <b>demonstrate</b> knowledge of music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	MU:Pr4.2.2a <b>Demonstrate</b> knowledge of music <b>concepts</b> (such as <b>tonality</b> and <b>meter</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	MU:Pr4.2.3c Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b> .	MU:Pr4.2.4c <b>Explain</b> how <b>context</b> (such as <b>social</b> and <b>cultural</b> ) informs a <b>performance</b> .	MU:Pr4.2.5c <b>Explain</b> how <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <b>historical</b> ) informs <b>performances</b> .	MU:Pr4.2.6c Identify how <b>cultural</b> and <b>historical context</b> inform the <b>performances</b> .	MU:Pr4.2.7c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <b>different music interpretations</b> .	MU:Pr4.2.8c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <b>different musical effects</b> .				
	MU:Re9.1.PKa With substantial <b>guidance</b> , talk about their personal and expressive preferences in music.	MU:Re9.1.Ka With <b>guidance</b> , <b>apply</b> <b>personal and expressive preferences</b> in the evaluation of music.	MU:Pr6.1.1a With limited <b>guidance</b> , <b>perform</b> music for a specific <b>purpose</b> with <b>expression</b> .	MU:Pr6.1.2a <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b> .	MU:Pr6.1.3b <b>Demonstrate</b> <b>performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> and <b>venue</b> .	MU:Pr6.1.4b <b>Demonstrate</b> <b>performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> , <b>venue</b> , and <b>genre</b> .	MU:Pr6.1.5b <b>Demonstrate</b> <b>performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> , <b>venue</b> , <b>genre</b> , and <b>style</b> .	MU:Pr6.1.6b <b>Demonstrate</b> <b>performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b> .	MU:Pr6.1.7b <b>Demonstrate</b> <b>performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b> , <b>purpose</b> , and <b>context</b> .	MU:Pr6.1.8b <b>Demonstrate</b> <b>performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b> , <b>purpose</b> , <b>context</b> , and <b>style</b> .				

		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 <i>compare</i> 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> .	