

CREATING												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?														
Pre K (MU:Cr2.1.PK)	Kindergarten (MU:Cr2.1.K)	1 st (MU:Cr2.1.1)	2 nd (MU:Cr2.1.2)	3 rd (MU:Cr2.1.3)	4 th (MU:Cr2.1.4)	5 th (MU:Cr2.1.5)	6 th (MU:Cr2.1.6)	7 th (MU:Cr2.1.7)	8 th (MU:Cr2.1.8)	HS Proficient	HS Accomplished	HS Advanced		
Plan and Make	a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations , or instrumental accompaniments).	a With guidance, demonstrate and choose favorite musical ideas .	a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent .	a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .	a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent , and explain connection to purpose and context .	a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent , and explain connection to purpose and context .	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 .	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 .	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 .				
	b – With substantial guidance , select and keep track of the order for performing original musical ideas , using iconic notation and/or recording technology.	a With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b With limited guidance , use iconic or standard notation and/or recording technology to document and organize personal musical ideas .	b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas .	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 .	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences .	b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences .				
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 (MA:Cr3.1.PK)	Kindergarten (MU:Cr3.1.K)	1 st (MU:Cr3.1.1)	2 nd (MU:Cr3.1.2)	3 rd (MU:Cr3.1.3)	4 th (MU:Cr3.1.4)	5 th (MU:Cr3.1.5)	6 th (MU:Cr3.1.6)	7 th (MU:Cr3.1.7)	8 th (MU:Cr3.1.8)	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, apply personal, peer, and teacher feedback in refining personal musical ideas .	a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas .	a Interpret and apply personal, peer, and teacher feedback to revise personal music .	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 rationale for changes .	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 techniques, style, form, and use of sound sources .				
								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 .				