

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?										CREATING		
	Pre K (MU:Cr2.1.PK)	Kindergarten (MU:Cr2.1.K)	1 <sup>st</sup> (MU:Cr2.1.1)	2 <sup>nd</sup> (MU:Cr2.1.2)	3 <sup>rd</sup> (MU:Cr2.1.3)	4 <sup>th</sup> (MU:Cr2.1.4)	5 <sup>th</sup> (MU:Cr2.1.5)	6 <sup>th</sup> (MU:Cr2.1.6)	7 <sup>th</sup> (MU:Cr2.1.7)	8 <sup>th</sup> (MU:Cr2.1.8)		HS Proficient	HS Accomplished
Plan and Make	a With substantial <b>guidance, explore</b> favorite <b>musical ideas</b> (such as <b>movements, vocalizations</b> , or instrumental accompaniments).	a With <b>guidance, demonstrate</b> and choose favorite <b>musical ideas</b> .	a With <i>limited guidance, demonstrate</i> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	a <b>Demonstrate</b> and explain personal reasons for selecting <b>patterns and ideas</b> for music that represent <b>expressive intent</b> .	a <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> .	a <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation, arrangement, or composition</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	a <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations, arrangements, or compositions</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	a Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements and 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> .	a Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements, songs, and compositions</b> within <b>AB, ABA, or theme and variation forms</b> that <b>demonstrate unity and variety</b> and convey <b>expressive intent</b> .	a Select, organize, and document personal <b>musical ideas</b> for <b>arrangements, songs, and compositions</b> within <b>expanded forms</b> that <b>demonstrate tension and release, unity and variety, balance,</b> and convey <b>expressive intent</b> .			
	b – With substantial <b>guidance</b> , select and keep track of the order for performing original <b>musical ideas</b> , using <b>iconic notation</b> and/or recording technology.	a With <b>guidance, organize</b> personal <b>musical ideas</b> using <b>iconic notation</b> and/or recording technology.	b With <i>limited guidance</i> , use <b>iconic or standard notation</b> and/or recording technology to document and organize personal <b>musical ideas</b> .	b Use <b>iconic or standard</b> notation and/or recording technology to <i>combine, sequence,</i> and document personal <b>musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic and melodic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic, melodic, and simple harmonic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic, melodic, and two-chord harmonic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple <b>rhythmic phrases, melodic phrases,</b> and <b>two-chord harmonic musical ideas</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple <b>rhythmic phrases, melodic phrases,</b> and <b>harmonic sequences</b> .	b Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal <b>rhythmic phrases, melodic phrases,</b> and <b>harmonic sequences</b> .			
CREATING	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?										CREATING		
	Pre K (MA:Cr3.1.PK)	Kindergarten (MU:Cr3.1.K)	1 <sup>st</sup> (MU:Cr3.1.1)	2 <sup>nd</sup> (MU:Cr3.1.2)	3 <sup>rd</sup> (MU:Cr3.1.3)	4 <sup>th</sup> (MU:Cr3.1.4)	5 <sup>th</sup> (MU:Cr3.1.5)	6 <sup>th</sup> (MU:Cr3.1.6)	7 <sup>th</sup> (MU:Cr3.1.7)	8 <sup>th</sup> (MU:Cr3.1.8)		HS Proficient	HS Accomplished
Evaluate and Refine	a With substantial <b>guidance</b> , consider personal, peer, and teacher feedback when <b>demonstrating</b> and <b>refining</b> personal <b>musical ideas</b> .	a - With <b>guidance, apply</b> personal, peer, and teacher feedback in <b>refining</b> personal <b>musical ideas</b> .	a With <i>limited guidance, discuss</i> and apply personal, peer, and teacher feedback to <b>refine</b> personal <b>musical ideas</b> .	a <b>Interpret</b> and apply personal, peer, and teacher feedback to <i>revise personal music</i> .	a <b>Evaluate, refine,</b> and document revisions to personal <b>musical ideas, applying teacher-provided and collaboratively-developed criteria</b> and feedback.	a Evaluate, <b>refine,</b> and document revisions to personal <b>music, applying teacher-provided and collaboratively-developed criteria</b> and feedback to <i>show improvement over time</i> .	a Evaluate, <b>refine,</b> and document revisions to personal <b>music, applying teacher-provided and collaboratively-developed criteria</b> and feedback, and <i>explain rationale for changes</i> .	a Evaluate their own work, applying <b>teacher-provided criteria</b> such as <i>application of selected elements of music, and use of sound sources</i> .	a Evaluate their own work, applying selected <b>criteria</b> such as <i>appropriate application of elements of music including style, form,</i> and use of sound sources.	a Evaluate their own work by selecting and applying <b>criteria</b> including <i>appropriate application of compositional techniques, style, form,</i> and use of sound sources.			
								b Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from their teacher.	b Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (teacher and peers).	b Describe the rationale for <b>refining</b> works by explaining the choices, based on evaluation <b>criteria</b> .			

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication													
Essential Question(s): When is creative work ready to share?													
	Pre K (MU:Cr3.2.PK)	Kindergarten (MU:Cr3.2.K)	1 <sup>st</sup> (MU:Cr3.2.1)	2 <sup>nd</sup> (MU:Cr3.2.2)	3 <sup>rd</sup> (MU:Cr3.2.3)	4 <sup>th</sup> (MU:Cr3.2.4)	5 <sup>th</sup> (MU:Cr3.2.5)	6 <sup>th</sup> (MU:Cr3.2.6)	7 <sup>th</sup> (MU:Cr3.2.7)	8 <sup>th</sup> (MU:Cr3.2.8)	HS Proficient	HS Accomplished	HS Advanced
Present	a With substantial <b>guidance, share</b> revised personal <b>musical ideas</b> with peers.	a With <b>guidance, demonstrate</b> a final version of personal <b>musical ideas</b> to peers.	a 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.	a 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.	a <b>Present</b> the final version of personal created music to others, and <b>describe connection</b> to <b>expressive intent</b> .	a <b>Present</b> the final version of personal created music to others, and <b>explain connection</b> to <b>expressive intent</b> .	a <b>Present</b> the final version of personal created music to others <i>that demonstrates craftsmanship</i> , and explain <b>connection</b> to <b>expressive intent</b> .	a <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> .	a <b>Present</b> the final version of their documented personal <b>composition</b> , song, 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> .	a <b>Present</b> the final version of their documented personal <b>composition</b> , song, 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, tension and release</b> , and <b>balance</b> to convey <b>expressive intent</b> .			
Present													