

## Music

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.														
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.														
Essential Question(s): How do performers select repertoire?														
PERFORMING	Pre K (MU:Pr4.1.PK)	Kindergarten (MU:Pr4.1.K)	1 <sup>st</sup> (MU:Pr4.1.1)	2 <sup>nd</sup> (MU:Pr4.1.2)	3 <sup>rd</sup> (MU:Pr4.1.3)	4 <sup>th</sup> (MU:Pr4.1.4)	5 <sup>th</sup> (MU:Pr4.1.5)	6 <sup>th</sup> (MU:Pr4.1.6)	7 <sup>th</sup> (MU:Pr4.1.7)	8 <sup>th</sup> (MU:Pr4.1.8)	HS Proficient	HS Accomplished	HS Advanced	PERFORMING
Select	a With substantial <b>guidance, demonstrate</b> and state preference for varied musical selections.	a With <b>guidance, demonstrate</b> and state personal interest in varied musical selections.	a With limited <b>guidance, demonstrate</b> and discuss personal interest in, <b>knowledge about, and purpose</b> of varied musical selections.	a <b>Demonstrate</b> and explain personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.	a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, <b>knowledge, purpose, and context</b> .	a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, <b>knowledge, context, and technical skill</b> .	a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, <b>knowledge, and context</b> , as well as their personal and others' <b>technical skill</b> .	a 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.	a 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, technical challenges</b> , and reasons for choices.	a 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, technical challenges</b> , and reasons for choices.				Select
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.														
Essential Question(s): How does understanding the structure and context of musical works inform performance?														
ANALYZE	Pre K (MU:Pr4.2.PK)	Kindergarten (MU:Pr4.2.K)	1 <sup>st</sup> (MU:Pr4.2.1)	2 <sup>nd</sup> (MU:Pr4.2.2)	3 <sup>rd</sup> (MU:Pr4.2.3)	4 <sup>th</sup> (MU:Pr4.2.4)	5 <sup>th</sup> (MU:Pr4.2.5)	6 <sup>th</sup> (MU:Pr4.2.6)	7 <sup>th</sup> (MU:Pr4.2.7)	8 <sup>th</sup> (MU:Pr4.2.8)	HS Proficient	HS Accomplished	HS Advanced	ANALYZE
Analyze	a With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.	a With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music contrasts (such as <i>high/low, loud/soft, same/different</i> ) in a variety of music selected for <b>performance</b> .	a With limited <b>guidance, demonstrate</b> knowledge of music <b>concepts</b> (such as <b>beat and melodic contour</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	a <b>Demonstrate</b> knowledge of music <b>concepts</b> (such as <b>tonality and meter</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	a <b>Demonstrate</b> understanding of the <b>structure</b> in music selected for <b>performance</b> .	a <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, and form</b> ) in music selected for <b>performance</b> .	a <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, form, and harmony</b> ) in music selected for <b>performance</b> .	a Explain how understanding the <b>structure</b> and the <b>elements of music</b> are used in music selected for <b>performance</b> .	a Explain and <b>demonstrate</b> the <b>structure</b> of contrasting pieces of music selected for <b>performance</b> and how <b>elements of music</b> are used.	a Compare the <b>structure</b> of contrasting pieces of music selected for <b>performance</b> , explaining how the <b>elements of music</b> are used in each.				Analyze
			b When analyzing selected music, read and perform <b>rhythmic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	b When analyzing selected music, read and perform <b>rhythmic patterns</b> and <b>melodic phrases</b> using <b>iconic</b> or <b>standard notation</b> .	b When analyzing selected music, read and perform <b>rhythmic patterns</b> and <b>melodic phrases</b> using <b>iconic</b> and <b>standard notation</b> .	b When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation</b> .	b When analyzing selected music, read and perform using <b>standard notation</b> .	b When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, and dynamics</b> .	b When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch articulation, dynamics, tempo, and form</b> .	b When analyzing selected music, <b>sight-read</b> in <b>treble or bass clef</b> simple <b>rhythmic, melodic, and/or harmonic notation</b> .				
				c Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b> .	c Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b> ) informs a <b>performance</b> .	c Explain how <b>context</b> (such as <b>social, cultural, and historical</b> ) informs <b>performances</b> .	c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> .	c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <b>different music interpretations</b> .	c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <b>different musical effects</b> .					

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?													
	Pre K (MU:Pr4.3.PK)	Kindergarten (MU:Pr4.3.K)	1 <sup>st</sup> (MU:Pr4.3.1)	2 <sup>nd</sup> (MU:Pr4.3.2)	3 <sup>rd</sup> (MU:Pr4.3.3)	4 <sup>th</sup> (MU:Pr4.3.4)	5 <sup>th</sup> (MU:Pr4.3.5)	6 <sup>th</sup> (MU:Pr4.3.6)	7 <sup>th</sup> (MU:Pr4.3.7)	8 <sup>th</sup> (MU:Pr4.3.8)	HS Proficient	HS Accomplished	HS Advanced
Interpret	a With substantial <b>guidance</b> , explore music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	a With <b>guidance</b> , demonstrate 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> .	a <b>Demonstrate</b> and describe music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	a <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) and how <b>creators use them to convey expressive intent</b> .	a <b>Demonstrate</b> and describe how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	a <b>Demonstrate</b> and explain 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> ).	a <b>Demonstrate</b> and explain 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> ).	a <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> .	a <b>Perform</b> contrasting pieces of music demonstrating 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> ) convey <b>intent</b> .	a <b>Perform</b> contrasting pieces of music, demonstrating as well as explaining 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> ).			
PERFORMING	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?												
	Pre K (MU:Pr5.1.PK)	Kindergarten (MU:Pr5.1.K)	1 <sup>st</sup> (MU:Pr5.1.1)	2 <sup>nd</sup> (MU:Pr5.1.2)	3 <sup>rd</sup> (MU:Pr5.1.3)	4 <sup>th</sup> (MU:Pr5.1.4)	5 <sup>th</sup> (MU:Pr5.1.5)	6 <sup>th</sup> (MU:Pr5.1.6)	7 <sup>th</sup> (MU:Pr5.1.7)	8 <sup>th</sup> (MU:Pr5.1.8)	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate and Refine	a With substantial <b>guidance</b> , practice and <b>demonstrate</b> what they like about their own <b>performances</b> .	a With <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	a With limited <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	a - Apply <b>established criteria</b> to judge the <b>accuracy</b> , <b>expressiveness</b> , and <b>effectiveness of performances</b> .	a - Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate <b>accuracy of ensemble performances</b> .	a Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate <b>accuracy and expressiveness of ensemble and personal performances</b> .	a Apply <b>teacher-provided</b> and <b>established criteria</b> and feedback to evaluate the <b>accuracy and expressiveness of ensemble and personal performances</b> .	a Identify and apply <b>teacher-provided criteria</b> (such as correct interpretation of notation, <b>technical accuracy</b> , originality, and interest) to rehearse, <b>refine</b> , and determine when a piece is ready to <b>perform</b> .	a Identify and apply <b>collaboratively-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill of performer</b> , originality, <b>emotional impact</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .	a Identify and apply <b>personally-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill of performer</b> , originality, <b>emotional impact</b> , <b>variety</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .			
	b With substantial <b>guidance</b> , apply personal, peer, and teacher feedback to <b>refine performances</b> .	b With <b>guidance</b> , use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.	b With limited <b>guidance</b> , use suggested strategies in rehearsal to address <b>interpretive challenges</b> of music.	b - Rehearse, identify and apply strategies to address <b>interpretive, performance, and technical challenges</b> of music.	b Rehearse to <b>refine technical accuracy, expressive qualities</b> , and identified performance challenges.	b Rehearse to <b>refine technical accuracy and expressive qualities</b> , and address performance challenges.	b Rehearse to <b>refine technical accuracy and expressive qualities</b> to address challenges, and show improvement over time.						
Rehearse, Evaluate and Refine													