

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 st (MU:Pr4.3.1)	2 nd (MU:Pr4.3.2)	3 rd (MU:Pr4.3.3)	4 th (MU:Pr4.3.4)	5 th (MU:Pr4.3.5)	6 th (MU:Pr4.3.6)	7 th (MU:Pr4.3.7)	8 th (MU:Pr4.3.8)	HS Proficient	HS Accomplished	HS Advanced
Interpret	a With substantial guidance , explore music's expressive qualities (such as voice quality, dynamics , and tempo).	a With guidance , demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators' expressive intent .	a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics , tempo , and timbre).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics , tempo , timbre , and articulation/style).	a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing) convey intent .	a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing) convey intent .	a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing).			
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 st (MU:Pr5.1.1)	2 nd (MU:Pr5.1.2)	3 rd (MU:Pr5.1.3)	4 th (MU:Pr5.1.4)	5 th (MU:Pr5.1.5)	6 th (MU:Pr5.1.6)	7 th (MU:Pr5.1.7)	8 th (MU:Pr5.1.8)	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate and Refine	a With substantial guidance , practice and demonstrate what they like about their own performances .	a With guidance , apply personal, teacher, and peer feedback to refine performances .	a With limited guidance , apply personal, teacher, and peer feedback to refine performances .	a - Apply established criteria to judge the accuracy , expressiveness , and effectiveness of performances .	a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances .	a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances .	a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances .	a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy , originality, and interest) to rehearse, refine , and determine when a piece is ready to perform .	a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer , originality, emotional impact , and interest) to rehearse, refine , and determine when the music is ready to perform .	a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer , originality, emotional impact , variety , and interest) to rehearse, refine , and determine when the music is ready to perform .			
	b With substantial guidance , apply personal, peer, and teacher feedback to refine performances .	b With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.	b With limited guidance , use suggested strategies in rehearsal to address interpretive challenges of music.	b - Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	b Rehearse to refine technical accuracy, expressive qualities , and identified performance challenges.	b Rehearse to refine technical accuracy and expressive qualities , and address performance challenges.	b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.						