

RESPONDING	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?										RESPONDING		
	Pre K (MU:Re8.1.PK)	Kindergarten (MU:Re8.1.K)	1 st (MU:Re8.1.1)	2 nd (MU:Re8.1.2)	3 rd (MU:Re8.1.3)	4 th (MU:Re8.1.4)	5 th (MU:Re8.1.5)	6 th (MU:Re8.1.6)	7 th (MU:Re8.1.7)	8 th (MU:Re8.1.8)		HS Proficient	HS Accomplished
Interpret	a With substantial guidance, explore expressive qualities (such as dynamics and tempo).	a With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a With <i>limited guidance, demonstrate and identify expressive qualities</i> (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent .	a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent .	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent .	a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities , within genres and cultural context , convey expressive intent .	a Describe a personal interpretation of <i>contrasting</i> works and explain how creators' and performers' application of the elements of music and expressive qualities , within genres, cultures, and historical periods , convey expressive intent .	a <i>Support</i> personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities , within genres, cultures, and historical periods to convey expressive intent .			
RESPONDING	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?										RESPONDING		
	Pre K (MU:Re9.1.PK)	Kindergarten (MU:Re9.1.K)	1 st (MU:Re9.1.1)	2 nd (MU:Re9.1.2)	3 rd (MU:Re9.1.3)	4 th (MU:Re9.1.4)	5 th (MU:Re9.1.5)	6 th (MU:Re9.1.6)	7 th (MU:Re9.1.7)	8 th (MU:Re9.1.8)		HS Proficient	HS Accomplished
Evaluate	a With substantial guidance , talk about personal and expressive preferences in music.	b With guidance, apply personal and expressive preferences in the evaluation of music .	a With <i>limited guidance</i> , apply personal and expressive preferences in the evaluation of music for specific purposes .	a <i>Apply</i> personal and expressive preferences in the evaluation of music for specific purposes .	a Evaluate musical works and performances , applying established criteria , and describe <i>appropriateness to the context</i> .	a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context .	a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context, citing evidence from the elements of music .	a Apply teacher-provided criteria to evaluate musical works or performances .	a Select from teacher-provided criteria to evaluate musical works or performances .	a Apply appropriate personally-developed criteria to evaluate musical works or performances .			