

| <b>Discipline:</b> Music<br><b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.<br><b>Process Component:</b> Imagine<br><b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.<br><b>Essential Question:</b> How do musicians generate creative ideas?  |   | <b>Artistic Process:</b> Creating  |  |   |
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| <b>Kindergarten</b><br><b>MU:Cr1.1.K</b>  | <b>1<sup>st</sup></b><br><b>MU:Cr1.1.1</b>  | <b>2<sup>nd</sup></b><br><b>MU:Cr1.1.2</b>   | <b>3<sup>rd</sup></b><br><b>MU:Cr1.1.3</b>   |   |
| <p><b>a.</b> With <b>guidance, explore</b> and experience <i>music concepts</i> (such as <i>beat</i> and <i>melodic contour</i>).</p> <p><b>b.</b> With <b>guidance</b>, generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b>).</p>  | <p><b>a.</b> With limited <b>guidance</b>, create <i>musical ideas</i> (such as answering a musical question) for a specific <b>purpose</b>.</p> <p><b>b.</b> With <b>guidance</b>, generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b>) in various <i>meters</i> and <i>tonalities</i>.</p>  | <p><b>a.</b> <i>Improvise (for self and/or others) rhythmic and melodic patterns and musical ideas</i> for a specific <b>purpose</b>.</p> <p><b>b.</b> Generate <b>musical</b> patterns and <b>ideas</b> within the <i>context</i> of a given <i>tonality</i> (such as <i>major, minor, pentatonic, etc.</i>) and <i>meter</i> (such as duple and triple).</p> | <p><b>a.</b> <i>Improvise (for self and/or others) rhythmic and melodic ideas, and describe connection</i> to specific <b>purpose</b> and <b>context</b> (such as <i>personal</i> and <i>social</i>).</p> <p><b>b.</b> Generate <b>musical ideas</b> (such as <b>rhythms</b> and <b>melodies</b>) within a given <b>tonality</b> and/or <b>meter</b>.</p>  |   |
| <b>4<sup>th</sup></b><br><b>MU:Cr1.1.4</b>  | <b>5<sup>th</sup></b><br><b>MU:Cr1.1.5</b>  | <b>6<sup>th</sup></b><br><b>MU:Cr1.1.6</b>   | <b>7<sup>th</sup></b><br><b>MU:Cr1.1.7</b>   | <b>8<sup>th</sup></b><br><b>MU:Cr1.1.8</b>  |
| <p><b>a.</b> <i>Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas, and explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p> <p><b>b.</b> Generate <b>musical ideas</b> (such as <b>rhythms, melodies</b>, and <i>simple accompaniment patterns</i>) within <i>related tonalities</i> (such as <b>major</b> and <b>minor</b>) and <b>meters</b>.</p> | <p><b>a.</b> <i>Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas, and explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social, cultural</b>, and <i>historical</i>).</p> <p><b>b.</b> Generate <b>musical ideas</b> (such as <b>rhythms, melodies</b>, and <i>accompaniment patterns</i>) within specific related <b>tonalities, meters</b>, and <i>simple chord changes</i>.</p> | <p><b>a.</b> <i>Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas and justify connection</i> to specific <b>purpose</b>.</p> <p><b>b.</b> Within specified <i>forms</i> (such as <i>ABA, rondo, etc.</i>), generate simple rhythmic, melodic, and harmonic <b>phrases</b> that convey <b>expressive intent</b>.</p>                     | <p><b>a.</b> <i>Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas and variations over harmonic accompaniments</i> and justify <b>connection</b> to specific <b>purpose</b>.</p> <p><b>b.</b> Within specified <i>forms</i> (such as <i>rondo, theme, variations, etc.</i>), generate simple rhythmic, melodic, and harmonic <b>phrases</b> over <i>harmonic accompaniments</i>.</p> | <p><b>a.</b> <i>Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas and variations over harmonic accompaniments</i> and <b>defend connection</b> to specific <b>purpose</b>.</p> <p><b>b.</b> Using expanded <i>forms</i> (including <i>introductions, transitions, codas, etc.</i>), generate simple rhythmic, melodic, and harmonic <b>phrases</b> that convey <b>expressive intent</b>.</p> |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Creating</span></p> <p><b>Anchor Standard:</b> Organize and develop artistic ideas and work</p> <p><b>Process Component:</b> Plan and Make</p> <p><b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question(s):</b> How do musicians make creative decisions?</p> |  |  |  |   |
| <p><b>Kindergarten</b><br/>MU:Cr2.1.K</p>   | <p><b>1<sup>st</sup></b><br/>MU:Cr2.1.1</p>  | <p><b>2<sup>nd</sup></b><br/>MU:Cr2.1.2</p>  | <p><b>3<sup>rd</sup></b><br/>MU:Cr2.1.3</p>  |   |
| <p><b>a.</b> With <b>guidance, demonstrate</b> and choose favorite <b>musical ideas</b>.</p> <p><b>b.</b> With <b>guidance</b>, organize personal <b>musical ideas</b> using <b>iconic notation</b> and/or recording technology.</p>  | <p><b>a.</b> With limited <b>guidance</b>, <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b>.</p> <p><b>b.</b> With limited <b>guidance</b>, use <b>iconic</b> or <b>standard notation</b> and/or recording technology to document and organize personal <b>musical ideas</b>.</p>  | <p><b>a. Demonstrate</b> and explain personal reasons for selecting <b>patterns and ideas</b> for music that represent <b>expressive intent</b>.</p> <p><b>b.</b> Use <b>iconic</b> or <b>standard</b> notation and/or recording technology to <b>combine, sequence</b>, and document personal <b>musical ideas</b>.</p>   | <p><b>a. 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>.</p> <p><b>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>.</p>  |   |
| <p><b>4<sup>th</sup></b><br/>MU:Cr2.1.4</p>   | <p><b>5<sup>th</sup></b><br/>MU:Cr2.1.5</p>  | <p><b>6<sup>th</sup></b><br/>MU:Cr2.1.6</p>  | <p><b>7<sup>th</sup></b><br/>MU:Cr2.1.7</p>  | <p><b>8<sup>th</sup></b><br/>MU:Cr2.1.8</p>   |
| <p><b>a. 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 to purpose</b> and <b>context</b>.</p> <p><b>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>.</p>   | <p><b>a. 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 to purpose</b> and <b>context</b>.</p> <p><b>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>.</p> | <p><b>a.</b> Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements and/or compositions</b> within <b>AB</b> or <b>ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b>.</p> <p><b>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, and two-chord harmonic musical ideas</b>.</p> | <p><b>a.</b> 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>.</p> <p><b>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, and harmonic sequences</b>.</p> | <p><b>a.</b> 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>.</p> <p><b>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, and harmonic sequences</b>.</p> |

| <b>Discipline:</b> Music<br><b>Anchor Standard:</b> Refine and complete artistic work.<br><b>Process Component:</b> Evaluate and Refine<br><b>Enduring Understanding:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.<br><b>Essential Question(s):</b> How do musicians improve the quality of their creative work? |   | <b>Artistic Process:</b> Creating  |  |  |
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| <b>Kindergarten</b><br><b>MU:Cr3.1.K</b>   | <b>1<sup>st</sup></b><br><b>MU:Cr3.1.1</b>  | <b>2<sup>nd</sup></b><br><b>MU:Cr3.1.2</b>   | <b>3<sup>rd</sup></b><br><b>MU:Cr3.1.3</b>   |  |
| <b>a.</b> With <b>guidance</b> , <i>apply</i> personal, peer, and teacher feedback in <b>refining</b> personal <b>musical ideas</b> .  | <b>a.</b> With limited <b>guidance</b> , <i>discuss and</i> apply personal, peer, and teacher feedback to <b>refine</b> personal <b>musical ideas</b> .   | <b>a.</b> <i>Interpret</i> and apply personal, peer, and teacher feedback <i>to revise</i> personal music.   | <b>a.</b> Evaluate, <b>refine</b> , and document revisions to personal <b>musical ideas</b> , applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback.   |  |
| <b>4<sup>th</sup></b><br><b>MU:Cr3.1.4</b>   | <b>5<sup>th</sup></b><br><b>MU:Cr3.1.5</b>  | <b>6<sup>th</sup></b><br><b>MU:Cr3.1.6</b>   | <b>7<sup>th</sup></b><br><b>MU:Cr3.1.7</b>   | <b>8<sup>th</sup></b><br><b>MU:Cr3.1.8</b>   |
| <b>a.</b> Evaluate, <b>refine</b> , and document revisions to personal music, applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback <i>to show improvement over time</i> .   | <b>a.</b> Evaluate, <b>refine</b> , and document revisions to personal music, applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback, <i>and explain rationale for changes</i> . | <b>a.</b> Evaluate <b>personal</b> work, applying <b>teacher-provided criteria</b> such as <i>application of selected elements of music, and use of sound sources</i> .<br><br><b>b.</b> Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from their teacher. | <b>a.</b> Evaluate <b>personal</b> work, applying selected <b>criteria</b> such as <i>appropriate application of elements of music</i> including <b>style, form</b> , and use of sound sources.<br><br><b>b.</b> Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others ( <i>teacher and peers</i> ). | <b>a.</b> Evaluate <b>personal</b> work by selecting and applying <b>criteria</b> including <i>appropriate application of compositional techniques, style, form</i> , and use of sound sources.<br><br><b>b.</b> Describe the rationale for <b>refining</b> works by explaining the choices, based on <i>evaluation criteria</i> . |

| <b>Discipline: Music</b><br><b>Anchor Standard:</b> Refine and complete artistic work.<br><b>Process Component:</b> Present<br><b>Enduring Understanding:</b> Musicians' presentation of creative work is the culmination of a process of creation and communication<br><b>Essential Question(s):</b> When is creative work ready to share? |   | <b>Artistic Process: Creating</b>   |   |  |
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| <b>Kindergarten</b><br><b>MU:Cr3.2.K</b>  | <b>1<sup>st</sup></b><br><b>MU:Cr3.2.1</b>  | <b>2<sup>nd</sup></b><br><b>MU:Cr3.2.2</b>  | <b>3<sup>rd</sup></b><br><b>MU:Cr3.2.3</b>  |  |
| <b>a.</b> With <b>guidance</b> , <i>-demonstrate a final version</i> of personal <b>musical ideas</b> to peers.   | <b>a.</b> With limited <b>guidance</b> , convey <b>expressive intent</b> for a specific <b>purpose</b> by <i>presenting</i> a final version of personal <b>musical ideas</b> to peers <i>or informal audience</i> . | <b>a.</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 <i>or informal audience</i> .  | <b>a.</b> <b>Present</b> the final version of personal created music to others, <i>and describe connection to expressive intent</i>   |  |
| <b>4<sup>th</sup></b><br><b>MU:Cr3.2.4</b>  | <b>5<sup>th</sup></b><br><b>MU:Cr3.2.5</b>  | <b>6<sup>th</sup></b><br><b>MU:Cr3.2.6</b>  | <b>7<sup>th</sup></b><br><b>MU:Cr3.2.7</b>  | <b>8<sup>th</sup></b><br><b>MU:Cr3.2.8</b>   |
| <b>a.</b> <b>Present</b> the final version of personal created music to others, and <i>explain connection to expressive intent</i> .  | <b>a.</b> <b>Present</b> the final version of personal created music to others <i>that demonstrates craftsmanship</i> , and explain <b>connection to expressive intent</b> .  | <b>a.</b> <b>Present</b> the final version of their documented personal <b>composition and/or arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b> . | <b>a.</b> <b>Present</b> the final version of their documented personal <b>composition</b> , song, <b>and/or arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate <b>unity and variety</b> , and convey <b>expressive intent</b> . | <b>a.</b> <b>Present</b> the final version of their documented personal <b>composition</b> , song, <b>and/or arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity and variety</b> , <b>tension and release</b> , and <i>balance</i> to convey <b>expressive intent</b> . |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Performing</span></p> <p><b>Anchor Standard:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Process Component:</b> Select</p> <p><b>Enduring Understanding:</b> 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.</p> <p><b>Essential Question(s):</b> How do performers select repertoire?</p> |  |   |   |   |  |
| <p><b>Kindergarten</b><br/><b>MU:Pr4.1.K</b></p>  | <p><b>1<sup>st</sup></b><br/><b>MU:Pr4.1.1</b></p>   |   | <p><b>2<sup>nd</sup></b><br/><b>MU:Pr4.1.2</b></p>  |   | <p><b>3<sup>rd</sup></b><br/><b>MU:Pr4.1.3</b></p>   |
| <p>a. With <b>guidance, demonstrate</b> and state personal interest in varied musical selections.</p>   | <p>a. With limited <b>guidance, demonstrate</b> and discuss personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.</p>  |   | <p>a. <b>Demonstrate</b> and explain personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.</p>  |   | <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> |
| <p><b>4<sup>th</sup></b><br/><b>MU:Pr4.1.4</b></p>  | <p><b>5<sup>th</sup></b><br/><b>MU:Pr4.1.5</b></p>   | <p><b>6<sup>th</sup></b><br/><b>MU:Pr4.1.6</b></p>  | <p><b>7<sup>th</sup></b><br/><b>MU:Pr4.1.7</b></p>  | <p><b>8<sup>th</sup></b><br/><b>MU:Pr4.1.8</b></p>  |  |
| <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, and <b>technical skill</b>.</p>  | <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, and <b>context</b>, as well as <i>their personal and others’ technical skill</i>.</p> | <p>a. Apply <b>teacher-provided criteria</b> for selecting music to <b>perform (formally or informally)</b> for a specific <b>purpose</b> and/or <b>context</b>, and explain why each was chosen.</p> | <p>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.</p> | <p>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.</p> |  |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Performing</span></p> <p><b>Anchor Standard:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Process Component:</b> Analyze</p> <p><b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>Essential Question(s):</b> How does understanding the structure and context of musical works inform performance?</p> |  |   |   |
| <p><b>Kindergarten</b><br/>MU:Pr4.2.K</p>  | <p><b>1<sup>st</sup></b><br/>MU:Pr4.2.1</p>  | <p><b>2<sup>nd</sup></b><br/>MU:Pr4.2.2</p>   | <p><b>3<sup>rd</sup></b><br/>MU:Pr4.2.3</p>   |
| <p><b>a.</b> With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music <i>contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</i></p>  | <p><b>a.</b> With limited <b>guidance, demonstrate</b> <i>knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</i></p> <p><b>b.</b> Perform <b>rhythmic</b> and <b>melodic patterns.</b></p> | <p><b>a. Demonstrate</b> knowledge of music <b>concepts (such as tonality and meter)</b> in music from a variety of <b>cultures</b> selected for <b>performance.</b></p> <p><b>b.</b> Read and perform <b>rhythmic and melodic patterns</b> using <b>iconic and/or standard notation.</b></p> | <p><b>a. Demonstrate</b> <i>understanding of the structure</i> in music selected for <b>performance.</b></p> <p><b>b.</b> Read and perform <b>rhythmic and melodic patterns</b> using <b>iconic and/or standard notation.</b></p> <p><b>c.</b> Describe how <b>context</b> (such as <b>personal</b> and <b>social</b>) can inform a <b>performance.</b></p> |

| <b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Performing</span><br><b>Anchor Standard:</b> Select, analyze, and interpret artistic work for presentation.<br><b>Process Component:</b> Analyze<br><b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.<br><b>Essential Question(s):</b> How does understanding the structure and context of musical works inform performance? |  |  |   |   |
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| 4 <sup>th</sup><br>MU:Pr4.2.4   | 5 <sup>th</sup><br>MU:Pr4.2.5  | 6 <sup>th</sup><br>MU:Pr4.2.6  | 7 <sup>th</sup><br>MU:Pr4.2.7   | 8 <sup>th</sup><br>MU:Pr4.2.8   |
| <p><b>a. Demonstrate</b> understanding of the <b>structure</b> and <i>the elements of music (such as rhythm, pitch, and form)</i> in music selected for <b>performance</b>.</p> <p><b>b.</b> Read and perform <b>rhythm and pitch</b> using <b>iconic and/or standard notation</b>.</p> <p><b>c.</b> <i>Explain</i> how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</b>.</p>  | <p><b>a. Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, form,</b> and <b>harmony</b>) in music selected for <b>performance</b>.</p> <p><b>b.</b> Read and perform <b>rhythm and pitch</b> using <b>standard notation</b>.</p> <p><b>c.</b> Explain how <b>context</b> (such as <b>social, cultural,</b> and <b>historical</b>) informs <b>performances</b>.</p> | <p><b>a.</b> <i>Explain</i> how understanding the <b>structure</b> and the <b>elements of music</b> are used in music selected for <b>performance</b>.</p> <p><b>b.</b> Read and identify by name or function standard symbols for <b>rhythm, pitch articulation,</b> and <b>dynamics</b>.</p> <p><b>c.</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b>.</p> | <p><b>a.</b> Explain and <i>demonstrate</i> the <b>structure</b> of <i>contrasting pieces of music</i> selected for <b>performance</b> and how <b>elements of music</b> are used.</p> <p><b>b.</b> Read and identify by name or function standard symbols for <b>rhythm, pitch articulation, dynamics, tempo,</b> and <b>form</b>.</p> <p><b>c.</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <i>different music interpretations</i>.</p> | <p><b>a.</b> <i>Compare</i> 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.</p> <p><b>b. Sight-read</b> in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation</i>.</p> <p><b>c.</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <i>different musical effects</i>.</p> |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Performing</span></p> <p><b>Anchor Standard:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Process Component:</b> Interpret</p> <p><b>Enduring Understanding:</b> Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Essential Question(s):</b> How do performers interpret musical works?</p> |  |  |   |   |
| <p><b>Kindergarten</b><br/>MU:Pr4.3.K</p>   | <p><b>1<sup>st</sup></b><br/>MU:Pr4.3.1</p>  | <p><b>2<sup>nd</sup></b><br/>MU:Pr4.3.2</p>  | <p><b>3<sup>rd</sup></b><br/>MU:Pr4.3.3</p>   |   |
| <p><b>a.</b> With <b>guidance</b>, <i>demonstrate</i> 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>.</p>  | <p><b>a. Demonstrate</b> and describe music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).</p>  | <p><b>a. Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) and how <i>creators use them to convey expressive intent</i>.</p>   | <p><b>a. Demonstrate</b> and describe how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).</p>   |   |
| <p><b>4<sup>th</sup></b><br/>MU:Pr4.3.4</p>   | <p><b>5<sup>th</sup></b><br/>MU:Pr4.3.5</p>  | <p><b>6<sup>th</sup></b><br/>MU:Pr4.3.6</p>  | <p><b>7<sup>th</sup></b><br/>MU:Pr4.3.7</p>   | <p><b>8<sup>th</sup></b><br/>MU:Pr4.3.8</p>   |
| <p><b>a. Demonstrate</b> and explain how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <i>timbre</i>).</p>  | <p><b>a. Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, <b>timbre</b>, and <i>articulation/style</i>).</p> | <p><b>a. 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 <i>phrasing</i>) convey <b>intent</b>.</p> | <p><b>a. Perform</b> <i>contrasting pieces</i> 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>.</p> | <p><b>a. Perform</b> <i>contrasting pieces of music, demonstrating as well as explaining how the music's intent</i> 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>).</p> |



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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Performing</span></p> <p><b>Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Process Component:</b> Rehearse, Evaluate, Refine</p> <p><b>Enduring Understanding:</b> 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.</p> <p><b>Essential Question(s):</b> How do musicians improve the quality of their performance?</p> |  |   |  |
| <p><b>Kindergarten</b><br/>MU:Pr5.1.K</p>  | <p><b>1<sup>st</sup></b><br/>MU:Pr5.1.1</p>  | <p><b>2<sup>nd</sup></b><br/>MU:Pr5.1.2</p>   | <p><b>3<sup>rd</sup></b><br/>MU:Pr5.1.3</p>  |
| <p><b>a.</b> With <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine music making</b>.</p> <p><b>b.</b> With <b>guidance</b>, use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.</p>   | <p><b>a.</b> With limited <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine music making</b>.</p> <p><b>b.</b> With limited <b>guidance</b>, use suggested strategies in rehearsal to address interpretive challenges of music.</p> | <p><b>a.</b> Apply <b>established criteria</b> to judge the accuracy, expressiveness, and effectiveness of <b>performances</b> (formal or informal).</p> <p><b>b.</b> Rehearse, <i>identify</i> and apply strategies to address interpretive, <i>performance</i>, and <b>technical challenges</b> of music.</p> | <p><b>a.</b> Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy of <b>group performances</b> (formal or informal).</p> <p><b>b.</b> Rehearse to <b>refine technical accuracy</b>, <b>expressive qualities</b>, and identified performance challenges.</p> |

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| <p><b>4<sup>th</sup></b><br/>MU:Pr5.1.4</p>  | <p><b>5<sup>th</sup></b><br/>MU:Pr5.1.5</p>  | <p><b>6<sup>th</sup></b><br/>MU:Pr5.1.6</p>  | <p><b>7<sup>th</sup></b><br/>MU:Pr5.1.7</p>  | <p><b>8<sup>th</sup></b><br/>MU:Pr5.1.8</p>  |
| <p><b>a.</b> Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy and expressiveness of <b>individual and group performances</b> (formal or informal).</p> <p><b>b.</b> Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b>, and address performance challenges.</p> | <p><b>a.</b> Apply <b>teacher-provided</b> and <b>established criteria</b> and feedback to evaluate the accuracy and expressiveness of <b>individual and group performances</b> (formal or informal).</p> <p><b>b.</b> Rehearse to refine <b>technical accuracy</b> and <b>expressive qualities</b> to address challenges, and show improvement over time.</p> | <p><b>a.</b> 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>.</p> | <p><b>a.</b> Identify and apply <b>collaboratively-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill</b> of performer, originality, <i>emotional impact</i>, and interest) to rehearse, <b>refine</b>, and determine when the music is ready to <b>perform</b>.</p> | <p><b>a.</b> Identify and apply <b>personally-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill</b> of performer, originality, emotional impact, <b>variety</b>, and interest) to rehearse, <b>refine</b>, and determine when the music is ready to <b>perform</b>.</p> |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Performing</span></p> <p><b>Anchor Standard:</b> Convey meaning through the presentation of artistic work</p> <p><b>Process Component:</b> Present</p> <p><b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and culture.<br/>The context and how a work is presented influence the audience response.</p> <p><b>Essential Question(s):</b> When is a performance judged ready to present?<br/>How do context and the manner in which musical work is presented influence audience response?</p> |  |  |  |   |
| <p><b>Kindergarten</b><br/>MU:Pr6.1.K</p>   | <p><b>1<sup>st</sup></b><br/>MU:Pr6.1.1</p>  | <p><b>2<sup>nd</sup></b><br/>MU:Pr6.1.2</p>  | <p><b>3<sup>rd</sup></b><br/>MU:Pr6.1.3</p>  |   |
| <p><b>a.</b> With <b>guidance</b>, <b>perform</b> music with <b>expression</b>.</p> <p><b>b.</b> <i>Perform</i> appropriately for the <b>(formal or informal)</b> audience.</p>   | <p><b>a.</b> With limited <b>guidance</b>, <b>perform</b> music for a specific <i>purpose</i> with <b>expression</b>.</p> <p><b>b.</b> <b>Perform</b> appropriately for the <b>(formal or informal)</b> audience and <i>purpose</i>.</p>   | <p><b>a.</b> <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <i>technical accuracy</i>.</p> <p><b>b.</b> <b>Perform</b> appropriately for the <b>(formal or informal)</b> audience and <b>purpose</b>.</p>   | <p><b>a.</b> <b>Perform</b> music with <b>expression</b> and <b>technical accuracy</b>.</p> <p><b>b.</b> <b>Demonstrate performance decorum</b> and <i>audience etiquette</i> appropriate for the <i>context</i> and <i>venue</i>.</p>   |   |
| <p><b>4th</b><br/>MU:Pr6.1.4</p>  | <p><b>5th</b><br/>MU:Pr6.1.5</p>   | <p><b>6th</b><br/>MU:Pr6.1.6</p>   | <p><b>7th</b><br/>MU:Pr6.1.7</p>   | <p><b>8th</b><br/>MU:Pr6.1.8</p>  |
| <p><b>a.</b> <b>Perform</b> music, <i>alone or with others</i>, with <b>expression</b> and <b>technical accuracy</b>, and appropriate <b>interpretation</b>.</p> <p><b>b.</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b>, <b>venue</b>, and <i>genre</i>.</p>  | <p><b>a.</b> <b>Perform</b> music, alone or with others, with <b>expression</b>, <b>technical accuracy</b>, and appropriate <b>interpretation</b>.</p> <p><b>b.</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b>, <b>venue</b>, <b>genre</b>, and <i>style</i>.</p> | <p><b>a.</b> <b>Perform</b> the music with <b>technical accuracy</b> to convey the <b>creator’s intent</b>.</p> <p><b>b.</b> <b>Demonstrate performance decorum</b> (<i>such as stage presence, attire, and behavior</i>) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b>.</p> | <p><b>a.</b> <b>Perform</b> the music with <b>technical accuracy</b> and <i>stylistic expression</i> to convey the <b>creator’s intent</b>.</p> <p><b>b.</b> <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b>, <b>purpose</b>, and <i>context</i>.</p> | <p><b>a.</b> <b>Perform</b> the music with <b>technical accuracy</b>, <i>stylistic expression</i>, and <b>culturally authentic practices</b> in music to convey the <b>creator’s intent</b>.</p> <p><b>b.</b> <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b>, <b>purpose</b>, <b>context</b>, and <i>style</i>.</p> |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Responding</span></p> <p><b>Anchor Standard:</b> Perceive and analyze artistic work.</p> <p><b>Process Component:</b> Select</p> <p><b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p><b>Essential Question(s):</b> How do individuals choose music to experience?</p> |   |  |   |  |
| <p><b>Kindergarten</b><br/>MU:Re7.1.K</p>  | <p><b>1<sup>st</sup></b><br/>MU:Re7.1.1</p>   | <p><b>2<sup>nd</sup></b><br/>MU:Re7.1.2</p>  | <p><b>3<sup>rd</sup></b><br/>MU:Re7.1.3</p>   |  |
| <p>a. With <b>guidance</b>, <i>list</i> personal interests <i>and experiences</i> and <b>demonstrate reasons behind musical preference</b>.</p>  | <p>a. With limited <b>guidance</b>, <i>identify and demonstrate</i> how personal interests and experiences <i>influence musical selection</i> for specific <b>purposes</b>.</p>             | <p>a. <b>Demonstrate</b> and <i>describe</i> how personal interests and experiences influence musical selection for specific <b>purposes</b>.</p>            | <p>a. <b>Demonstrate</b> and describe how <i>selected music connects to</i> and is influenced by specific interests, experiences, or <b>purposes</b>.</p>                       |  |
| <p><b>4th</b><br/>MU:Re7.1.4</p>   | <p><b>5th</b><br/>MU:Re7.1.5</p>  | <p><b>6th</b><br/>MU: Re7.1.6</p>  | <p><b>7th</b><br/>MU:Re7.1.7</p>  | <p><b>8th</b><br/>MU:Re7.1.8</p>   |
| <p>a. <b>Demonstrate</b> and <i>explain</i> how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>  | <p>a. <b>Demonstrate</b> and explain, <i>citing evidence</i>, how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p> | <p>a. Select or choose music <b>for listening</b> and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b>.</p> | <p>a. Select or choose contrasting music <b>for listening</b> and <i>compare</i> the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b>.</p> | <p>a. Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b>.</p> |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Responding</span></p> <p><b>Anchor Standard:</b> Perceive and analyze artistic work.</p> <p><b>Process Component:</b> Analyze</p> <p><b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p><b>Essential Question(s):</b> How does understanding the structure and context of music inform a response?</p> |  |   |   |   |
| <p><b>Kindergarten</b><br/>MU:Re7.2.K</p>  | <p><b>1<sup>st</sup></b><br/>MU:Re7.2.1</p>  | <p><b>2<sup>nd</sup></b><br/>MU:Re7.2.2</p>   | <p><b>3<sup>rd</sup></b><br/>MU:Re7.2.3</p>   |   |
| <p>a. With <b>guidance</b>, <i>demonstrate</i> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b>) is used in music.</p>   | <p>a. With limited <b>guidance</b>, <i>demonstrate</i> and identify how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b>) are used in various styles of music for a <b>purpose</b>.</p> | <p>a. <i>Describe</i> how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.</p>  | <p>a. <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> of the music.</p>   |   |
| <p><b>4<sup>th</sup></b><br/>MU:Re7.2.4</p>  | <p><b>5<sup>th</sup></b><br/>MU:Re7.2.5</p>  | <p><b>6<sup>th</sup></b><br/>MU: Re7.2.6</p>  | <p><b>7<sup>th</sup></b><br/>MU:Re7.2.7</p>   | <p><b>8<sup>th</sup></b><br/>MU:Re7.2.8</p>   |
| <p>a. <b>Demonstrate</b> and explain how a response to music can be informed by its <b>structure</b> and the use of the <b>elements of music</b>.</p>  | <p>a. <b>Demonstrate</b> and explain, <i>citing evidence</i>, how a response to music are informed by <b>context</b> (such as <b>social</b>, <b>cultural</b>, and <b>historical</b>).</p>                  | <p>a. Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of the pieces.</p> <p>b. Identify the <b>context</b> of music from a variety of <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>.</p> | <p>a. <i>Categorize contrasting pieces</i> using the <b>elements of music</b>.</p> <p>b. Identify and <i>compare</i> the <b>context</b> of music from a variety of <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>.</p> | <p>a. <i>Compare</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure within programs</b> of music.</p> <p>b. Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>.</p> |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Responding</span></p> <p><b>Anchor Standard:</b> Interpret intent and meaning in artistic work</p> <p><b>Process Component:</b> Interpret</p> <p><b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Question(s):</b> How do we discern the musical creators' and performers' expressive intent?</p> |   |   |   |                                  |
| <p><b>Kindergarten</b><br/>MU:Re8.1.K</p>   | <p><b>1<sup>st</sup></b><br/>MU:Re8.1.1</p> | <p><b>2<sup>nd</sup></b><br/>MU:Re8.1.2</p> | <p><b>3<sup>rd</sup></b><br/>MU:Re8.1.3</p> |                                  |
| <p><b>a.</b> With <b>guidance</b>, <i>demonstrate</i> awareness of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) that reflect creators'/performers' <b>expressive intent</b>.</p>  |   |   |   |                                  |
| <p><b>a.</b> With <i>limited guidance</i>, <b>demonstrate</b> and identify <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) that reflect creators'/performers' <b>expressive intent</b>.</p>  |   |   |   |                                  |
| <p><b>a. Demonstrate</b> knowledge of music <b>concepts</b> and how they support creators'/performers' <b>expressive intent</b>.</p>  |   |   |   |                                  |
| <p><b>a. Demonstrate</b> and describe how the <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) are used in performers' <b>interpretations</b> to reflect <b>expressive intent</b>.</p>  |   |   |   |                                  |
| <p><b>4th</b><br/>MU:Re8.1.4</p>  | <p><b>5th</b><br/>MU:Re8.1.5</p>            | <p><b>6th</b><br/>MU: Re8.1.6</p>           | <p><b>7th</b><br/>MU:Re8.1.7</p>            | <p><b>8th</b><br/>MU:Re8.1.8</p> |
| <p><b>a. Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <b>timbre</b>) are used in performers' and <b>personal interpretations</b> to reflect <b>expressive intent</b>.</p>  |   |   |   |                                  |
| <p><b>a. Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, <b>timbre</b>, and <b>articulation</b>) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b>.</p>   |   |   |   |                                  |
| <p><b>a.</b> Describe a personal <b>interpretation</b> of how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b>, within <b>genres</b> and <b>cultural</b> and <b>historical context</b>, convey <b>expressive intent</b>.</p>   |   |   |   |                                  |
| <p><b>a.</b> Describe a personal <b>interpretation</b> of <b>contrasting</b> works and explain how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b>, within <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>, convey <b>expressive intent</b>.</p>  |   |   |   |                                  |
| <p><b>a. Support</b> personal <b>interpretation</b> of <b>contrasting programs</b> of music and explain how creators' or performers' apply the <b>elements of music</b> and <b>expressive qualities</b>, within <b>genres</b>, <b>cultures</b>, and <b>historical periods</b> to convey <b>expressive intent</b>.</p>   |   |   |   |                                  |

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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Responding</span></p> <p><b>Anchor Standard:</b> Apply criteria to evaluate artistic work.</p> <p><b>Process Component:</b> Evaluate</p> <p><b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Question(s):</b> How do we judge the quality of musical work(s) and performance(s)?</p> |   |   |  |   |
| <b>Kindergarten</b><br><b>MU:Re9.1.K</b>   | <b>1<sup>st</sup></b><br><b>MU:Re9.1.1</b>  | <b>2<sup>nd</sup></b><br><b>MU:Re9.1.2</b>  | <b>3<sup>rd</sup></b><br><b>MU:Re9.1.3</b>   |   |
| <p>a. With <b>guidance</b>, <i>apply personal and expressive preferences in the evaluation of music.</i></p>   | <p>a. With limited <b>guidance</b>, apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p>  | <p>a. <i>Apply</i> personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p> | <p>a. Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and describe <i>appropriateness to the context</i>.</p> |   |
| <b>4th</b><br><b>MU:Re9.1.4</b>  | <b>5th</b><br><b>MU:Re9.1.5</b>   | <b>6th</b><br><b>MU: Re9.1.6</b>  | <b>7th</b><br><b>MU:Re9.1.7</b>  | <b>8th</b><br><b>MU:Re9.1.8</b>   |
| <p>a. Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and <i>explain</i> appropriateness to the <b>context</b>.</p>   | <p>a. Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and <i>explain</i> appropriateness to the <b>context</b>, <i>citing evidence from the elements of music</i>.</p> | <p>a. Apply <b>established criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>                | <p>a. <i>Select from among</i> <b>established criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>                                    | <p>a. Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p> |

| <b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Connecting</span><br><b>Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.<br><b>Process Component:</b><br><b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.<br><b>Essential Question(s):</b> How do musicians make meaningful connections to creating, performing, and responding?  |   |   |   |
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| <b>Kindergarten</b><br><b>MU:Cn10.0.K</b>  | <b>1<sup>st</sup></b><br><b>MU:Cn10.0.1</b>   | <b>2<sup>nd</sup></b><br><b>MU:Cn10.0.2</b>   | <b>3<sup>rd</sup></b><br><b>MU:Cn10.0.3</b>   |
| <p><b>MU:Cn10.0.Ka</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr3.2.Ka</b> With <b>guidance, demonstrate</b> a final version of personal <b>musical ideas</b> to peers.</p> <p><b>MU:Pr4.1.Ka</b> With <b>guidance, demonstrate</b> and state personal interest in varied musical selections.</p> <p><b>MU:Pr4.3.Ka</b> With <b>guidance, demonstrate</b> 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>.</p> | <p><b>MU:Cn10.0.1a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.1a</b> With limited <b>guidance, demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b>.</p> <p><b>MU:Cr3.2.1a</b> 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.</p> <p><b>MU:Pr4.3.1a</b> <b>Demonstrate</b> and describe music’s <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).</p> <p><b>MU:Re7.1.1a</b> With limited <b>guidance</b>, identify and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b>.</p> | <p><b>MU:Cn10.0.2a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.2a</b> <b>Demonstrate</b> and explain personal reasons for selecting patterns and ideas for their music that represent <b>expressive intent</b>.</p> <p><b>MU:Cr3.2.2a</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.</p> <p><b>MU:Pr4.3.2a</b> <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p> <p><b>MU:Re7.1.2a</b> Explain and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b>.</p> | <p><b>MU:Cn10.0.3a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.3a</b> <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>.</p> <p><b>MU:Cr3.2.3a</b> <b>Present</b> the final version of created music for others, and describe <b>connection</b> to <b>expressive intent</b>.</p> <p><b>MU:Pr4.1.3a</b> <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p><b>MU:Pr4.3.3a</b> <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>).</p> <p><b>MU:Re7.1.3a</b> <b>Demonstrate</b> and describe how selected music connects to and is influenced by specific interests, experiences, or <b>purposes</b>.</p> |

| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Connecting</span></p> <p><b>Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Process Component:</b></p> <p><b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p><b>Essential Question(s):</b> How do musicians make meaningful connections to creating, performing, and responding?</p>   |  |  |   |  |
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| 4th<br>MU:Cn10.0.4   | 5th<br>MU:Cn10.0.5   | 6th<br>MU: Cn10.0.6  | 7th<br>MU:Cn10.0.7  | 8th<br>MU:Cn10.0.8   |
| <p><b>MU:Cn10.0.4a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.4a Demonstrate</b> selected <i>and organized musical ideas</i> for <i>an improvisation, arrangement,</i> or <b>composition</b> to express <b>intent</b>, and <i>explain connection to purpose</i> and <b>context</b>.</p> <p><b>MU:Cr3.2.4a Present</b> the final version of created music for others, and <i>explain connection to expressive intent</i>.</p> <p><b>MU:Pr4.1.4a Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, and <i>technical skill</i>.</p> | <p><b>MU:Cn10.0.5a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.5a Demonstrate</b> selected and <i>developed musical ideas</i> for <b>improvisations, arrangements, or compositions</b> to express <b>intent</b>, and explain <b>connection to purpose</b> and <b>context</b>.</p> <p><b>MU:Cr3.2.5a Present</b> the final version of created music for others <i>that demonstrates craftsmanship</i>, and explain <b>connection to expressive intent</b>.</p> <p><b>MU:Pr4.1.5a Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, as well as <i>their personal and others' technical skill</i>.</p> | <p><b>MU:Cn10.0.6a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.6a</b> Select, organize, construct, and document personal <b>musical ideas</b> for <i>arrangements and compositions</i> within <b>AB</b> or <b>ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b>.</p> <p><b>MU:Cr3.2.6a 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>.</p> | <p><b>MU:Cn10.0.7a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.7a</b> Select, organize, develop and document personal <b>musical ideas</b> for <i>arrangements, songs,</i> and <b>compositions</b> within <b>AB, ABA,</b> or <i>theme and variation forms</i> that <b>demonstrate unity and variety</b> and convey <b>expressive intent</b>.</p> <p><b>MU:Cr3.2.7a Present</b> the final version of their documented personal <b>composition, song, or arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate <i>unity and variety</i>, and convey <b>expressive intent</b>.</p> | <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr2.1.8a</b> Select, organize, and document personal <b>musical ideas</b> for <b>arrangements, songs,</b> and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate tension and release, unity and variety,</b> and <i>balance,</i> and convey <b>expressive intent</b>.</p> <p><b>MU:Cr3.2.8a Present</b> the final version of their documented personal <b>composition, song, or arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate the application of <i>compositional techniques</i> for creating <b>unity and variety, tension and release,</b> and <i>balance</i> to convey <b>expressive intent</b>.</p> |



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| <p><b>MU:Pr4.3.4a Demonstrate</b> and explain how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics, tempo, and timbre</b>).</p> <p><b>MU:Re7.1.4a Demonstrate</b> and explain how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p> | <p><b>MU:Pr4.3.5a Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation/style</b>).</p> <p><b>MU:Re7.1.5a Demonstrate</b> and explain, <i>citing evidence</i>, how selected music connects to, and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p> | <p><b>MU:Pr4.1.6a</b> Apply <i>teacher-provided criteria</i> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> and explain why each was chosen.</p> <p><b>MU:Pr4.3.6a 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, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b>.</p> | <p><b>MU:Pr4.1.7a</b> Apply <i>collaboratively-developed criteria</i> for selecting music of <i>contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities, technical challenges, and reasons</b> for choices.</p> <p><b>MU:Pr4.3.7a Perform</b> <i>contrasting pieces</i> of music demonstrating their personal <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p> <p><b>MU:Re7.1.7a</b> Select or choose contrasting music to listen to and <i>compare</i> the <b>connection</b> to specific interests or experiences for a specific <b>purpose</b>.</p> | <p><b>MU:Pr4.1.8a</b> Apply <i>personally-developed criteria</i> for selecting <i>music of contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b>, and explain <b>expressive qualities, technical challenges, and reasons</b> for choices.</p> <p><b>MU:Pr4.3.8a Perform</b> <i>contrasting pieces of music, demonstrating as well as explaining how the music's intent</i> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>).</p> <p><b>MU:Re7.1.8a</b> Select <i>programs</i> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b>.</p> |
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| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Connecting</span></p> <p><b>Anchor Standard:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p><b>Process Component:</b></p> <p><b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>Essential Question(s):</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>  |   |   |   |
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| Kindergarten<br>MU:Cn11.0.K   | 1 <sup>st</sup><br>MU:Cn11.0.1  | 2 <sup>nd</sup><br>MU:Cn11.0.2  | 3 <sup>rd</sup><br>MU:Cn11.0.3  |
| <p><b>MU:Cn11.0.Ka</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Pr4.2.Ka</b> With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for <b>performance</b>.</p> <p><b>MU:Re7.2.Ka</b> With <b>guidance, demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b>) is used in music.</p> <p><b>MU:Re9.1.Ka</b> With <b>guidance, apply</b> personal and expressive preferences in the evaluation of music.</p> | <p><b>MU:Cn11.0.1a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.1a</b> With limited <b>guidance, create musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b>.</p> <p><b>MU:Pr4.2.1a</b> With limited <b>guidance, demonstrate</b> knowledge of music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b>) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p> <p><b>MU:Pr6.1.1a</b> With limited <b>guidance, perform</b> music for a specific <b>purpose</b> with <b>expression</b>.</p> <p><b>MU:Re7.2.1a</b> With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b>) is used in various styles of music for a <b>purpose</b>.</p> <p><b>MU:Re9.1.1a</b> With limited <b>guidance, apply</b> personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p> | <p><b>MU:Cn11.0.2a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.2a</b> <b>Improvise rhythmic and melodic patterns and musical ideas</b> for a specific <b>purpose</b>.</p> <p><b>MU:Pr4.2.2a</b> <b>Demonstrate</b> knowledge of music <b>concepts</b> (such as <b>tonality</b> and <b>meter</b>) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p> <p><b>MU:Pr6.1.2a</b> <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b>.</p> <p><b>MU:Re7.1.2a</b> Describe how specific music-<b>concepts</b> are used to support a specific <b>purpose</b> in music.</p> <p><b>MU:Re9.1.2a</b> Apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p> | <p><b>MU:Cn11.0.3a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.3a</b> <b>Improvise</b> rhythmic and melodic ideas, and describe <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b>).</p> <p><b>MU:Pr4.2.3c</b> Describe how <b>context</b> (such as <b>personal</b> and <b>social</b>) can inform a <b>performance</b>.</p> <p><b>MU:Pr6.1.3b</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> and <b>venue</b>.</p> <p><b>MU:Re7.2.3a</b> <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>personal</b> and <b>social</b>).</p> <p><b>MU:Re9.1.3a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and describe appropriateness to the <b>context</b>.</p> |

| <p><b>Discipline:</b> Music <span style="float: right;"><b>Artistic Process:</b> Connecting</span></p> <p><b>Anchor Standard:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p><b>Process Component:</b></p> <p><b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>Essential Question(s):</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>   |  |  |   |   |
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| 4th<br>MU:Cn11.0.4   | 5th<br>MU:Cn11.0.5   | 6th<br>MU: Cn11.0.6  | 7th<br>MU:Cn11.0.7  | 8th<br>MU:Cn11.0.8  |
| <p><b>MU:Cn11.0.4a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.4a</b> Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p> <p><b>MU:Pr4.2.4c</b> <i>Explain</i> how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</b>.</p> <p><b>MU:Pr6.1.4b</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, and genre</b>.</p> <p><b>MU:Re7.2.4a</b> <b>Demonstrate</b> and <i>explain</i> how responses to music are informed by the <b>structure, the use of the elements of music, and context</b> (such as <b>social</b> and <b>cultural</b>).</p> <p><b>MU:Re9.1.4a</b> Evaluate <b>musical</b></p> | <p><b>MU:Cn11.0.5a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.5a</b> Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social, cultural, and historical</b>).</p> <p><b>MU:Pr4.2.5c</b> Explain how <b>context</b> (such as <b>social, cultural, and historical</b>) informs <b>performances</b>.</p> <p><b>MU:Pr6.1.5b</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, genre, and style</b>.</p> <p><b>MU:Re7.2.5a</b> <b>Demonstrate</b> and explain, <i>citing evidence</i>, how responses to music are informed by the <b>structure, the use of the elements of music, and context</b> (such as <b>social, cultural, and historical</b>).</p> | <p><b>MU:Cn11.0.6a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.6a</b> Generate simple rhythmic, melodic, and harmonic <i>phrases</i> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b>.</p> <p><b>MU:Pr4.2.6c</b> Identify how <b>cultural</b> and <b>historical context</b> inform the <b>performances</b>.</p> <p><b>MU:Pr6.1.6b</b> <b>Demonstrate performance decorum</b> (<i>such as stage presence, attire, and behavior</i>) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b>.</p> <p><b>MU:Re7.2.6b</b> Identify the <b>context</b> of music from a variety of <b>genres, cultures, and historical periods</b>.</p> | <p><b>MU:Cn11.0.7a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.7a</b> Generate rhythmic, melodic, and harmonic <b>phrases</b> and <i>variations over harmonic accompaniments</i> within <b>AB, ABA, or theme and variation forms</b> that convey <b>expressive intent</b>.</p> <p><b>MU:Pr4.2.7c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <i>different music interpretations</i>.</p> <p><b>MU:Pr6.1.7b</b> <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, and context</b>.</p> <p><b>MU:Re7.2.7b</b> Identify and <i>compare</i> the <b>context</b> of music</p> | <p><b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic <b>phrases</b> and <i>harmonic accompaniments</i> within <b>expanded forms</b> (<i>including introductions, transitions, and codas</i>) that convey <b>expressive intent</b>.</p> <p><b>MU:Pr4.2.8c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <i>different musical effects</i>.</p> <p><b>MU:Pr6.1.8b</b> <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b>.</p> <p><b>MU:Re7.2.8b</b> Identify and <i>compare</i> the <b>context</b> of</p> |

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| <p><b>works</b> and <i>performances</i>, applying <b>established criteria</b>, and <i>explain</i> appropriateness to the <b>context</b>.</p> | <p><b>MU:Re9.1.5a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and explain appropriateness to the <b>context</b>, <i>citing evidence from the elements of music</i>.</p> | <p><b>MU:Re9.1.6a</b> Apply <i>teacher-provided criteria</i> to evaluate <b>musical works</b> or <b>performances</b>.</p> | <p>from a variety of <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>.<br/> <b>MU:Re9.1.7a</b> Select from <i>teacher-provided criteria</i> to evaluate <b>musical works</b> or <b>performances</b>.</p> | <p><i>programs</i> of music from a variety of <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>.<br/> <b>MU:Re9.1.8a</b> Apply appropriate <i>personally-developed criteria</i> to evaluate musical works or <b>performances</b>.</p> |
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