

# CREATING

Artistic Process

## Imagine

Generate musical ideas for various purposes and contexts.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. **Essential Question:** How do musicians generate creative ideas?

Pre K	K MU:Cr1.1.Ka	1 MU:Cr1.1.1a	2 MU:Cr1.1.2a	3 MU:Cr1.1.3a	4 MU:Cr1.1.4a	5 MU:Cr1.1.5a	6	7 MU:Cr1.1.7a	8
<b>MU:Cr1.1.PKa</b> With substantial <b>guidance, explore</b> and experience a variety of music.	With <b>guidance, explore</b> and experience music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b> ).	With limited <b>guidance</b> , create <b>musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b> .	Improvise <b>rhythmic and melodic patterns</b> and <b>musical ideas</b> for a specific <b>purpose</b> .	Improvise 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> ).	Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</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</b> , and <b>historical</b> ).	<b>MU:Cr1.1.6a</b> Generate simple rhythmic, melodic, and harmonic <b>phrases</b> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b> .	Generate rhythmic, melodic, and harmonic <b>phrases</b> and <b>variations</b> over harmonic accompaniments within <b>AB, ABA</b> , or <b>theme and variation forms</b> that convey <b>expressive intent</b> .	<b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic <b>phrases</b> and harmonic accompaniments within <b>expanded forms</b> (including introductions, transitions, and codas) that convey <b>expressive intent</b> .
	<b>MU:Cr1.1.Kb</b> With <b>guidance</b> , generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b> ).	<b>MU:Cr1.1b</b> With limited <b>guidance</b> , generate <b>musical ideas</b> in multiple <b>tonalities</b> (such as <b>major</b> and <b>minor</b> ) and <b>meters</b> (such as duple and triple).	<b>MU:Cr1.1.2b</b> Generate <b>musical patterns</b> and <b>ideas</b> within the <b>context</b> of a given <b>tonality</b> (such as <b>major</b> and <b>minor</b> ) and <b>meter</b> (such as duple and triple).	<b>MU:Cr1.1.3b</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> .	<b>MU:Cr1.1.4b</b> Generate <b>musical ideas</b> (such as <b>rhythms, melodies</b> , and simple accompaniment patterns) within related <b>tonalities</b> (such as <b>major</b> and <b>minor</b> ) and <b>meters</b> .	<b>MU:Cr1.1.5b</b> Generate <b>musical ideas</b> (such as <b>rhythms, melodies</b> , and accompaniment patterns) within specific related <b>tonalities, meters</b> , and simple chord changes.			

Performance Standard

Anchor Standard

Common Anchor #1

## Plan and Make

Select and develop musical ideas for defined purposes and contexts

	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.					Essential Question: How do musicians make creative decisions?				
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #2	<b>MU:Cr2.1.PKa -</b> With substantial <b>guidance</b> , explore favorite <b>musical ideas</b> (such as <b>movements</b> , <b>vocalizations</b> , or instrumental accompaniments).	<b>MU:Cr2.1.Ka</b> With <b>guidance</b> , <b>demonstrate</b> and choose favorite <b>musical ideas</b> .	<b>MU:Cr2.1.1a</b> With <i>limited</i> <b>guidance</b> , <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	<b>MU:Cr2.1.2a</b> <b>Demonstrate</b> and explain personal reasons for selecting <i>patterns</i> and ideas for music that represent <b>expressive intent</b> .	<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> .	<b>MU:Cr2.1.4a</b> <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b> , <b>arrangement</b> , or <b>composition</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	<b>MU:Cr2.1.5a</b> <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	<b>MU:Cr2.1.6a</b> Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA</b> <b>form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	<b>MU:Cr2.1.7a</b> Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b> , songs, and <b>compositions</b> within <b>AB</b> , <b>ABA</b> , or <b>theme and variation</b> forms that <b>demonstrate</b> <b>unity</b> and <b>variety</b> and convey <b>expressive intent</b> .	<b>MU:Cr2.1.8a</b> Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b> , songs, and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate</b> <b>tension</b> and <b>release</b> , <b>unity</b> and <b>variety</b> , <i>balance</i> , and convey <b>expressive intent</b> .
	<b>MU:Cr2.1.PKb –</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.	<b>MU:Cr2.1.Ka</b> With <b>guidance</b> , organize personal <b>musical ideas</b> using <b>iconic notation</b> and/or recording technology.	<b>MU:Cr2.1.1b</b> With <i>limited</i> <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> .	<b>MU:Cr2.1.2b</b> Use <b>iconic</b> or <b>standard</b> notation and/or recording technology to <i>combine</i> , <i>sequence</i> , and document personal <b>musical ideas</b> .	<b>MU:Cr2.1.3b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <i>rhythmic</i> and <i>melodic</i> <b>musical ideas</b> .	<b>MU:Cr2.1.4b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic, melodic, and simple <i>harmonic</i> <b>musical ideas</b> .	<b>MU:Cr2.1.5b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic, melodic, and <i>two-chord</i> harmonic <b>musical ideas</b> .	<b>MU:Cr2.1.6b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple rhythmic <b>phrases</b> , melodic <i>phrases</i> , and <i>two-chord</i> harmonic <b>musical ideas</b> .	<b>MU:Cr2.1.7b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple rhythmic <b>phrases</b> , melodic <i>phrases</i> , and <b>harmonic sequences</b> .	<b>MU:Cr2.1.8b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal rhythmic <b>phrases</b> , melodic <i>phrases</i> , and <b>harmonic sequences</b> .

<div>Evaluate and Refine</div> <div>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</div>										
	<b>Enduring Understanding:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.					<b>Essential Question:</b> How do musicians improve the quality of their creative work?				
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #3	<b>MU:Cr3.1.PKa</b> With substantial <b>guidance</b> , consider personal, peer, and teacher feedback when <b>demonstrating</b> and <b>refining</b> personal <b>musical ideas</b> .	<b>MU:Cr3.1.Ka -</b> With <b>guidance</b> , <i>apply</i> personal, peer, and teacher feedback in <b>refining</b> personal <b>musical ideas</b> .	<b>MU:Cr3.1.1a</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>MU:Cr3.1.2a</b> <b>Interpret</b> and apply personal, peer, and teacher feedback to <i>revise personal music</i> .	<b>MU:Cr3.1.3a</b> Evaluate <b>refine</b> , and document revisions to personal <b>musical ideas</b> , <i>applying</i> <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback.	<b>MU:Cr3.1.4a</b> Evaluate <b>refine</b> , and document revisions to personal <i>music</i> , applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to show improvement over time.	<b>MU:Cr3.1.5a</b> Evaluate <b>refine</b> , and document revisions to personal <i>music</i> , applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback, to explain rationale for changes.	<b>MU:Cr3.1.6a</b> Evaluate their own work, applying <b>teacher-provided criteria</b> such as <b>application of selected elements of music</b> , and use of sound sources.	<b>MU:Cr3.1.7a</b> Evaluate their own 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.	<b>MU:Cr3.1.8a</b> Evaluate their own work by selecting and applying <b>criteria</b> including <i>appropriate application of</i> <b>compositional techniques, style, form</b> , and use of sound sources.
								<b>MU:Cr3.1.6b</b> Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from their teacher.	<b>MU:Cr3.1.7b</b> Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (teacher <i>and peers</i> ).	<b>MU:Cr3.1.8b</b> Describe the rationale for <b>refining</b> works by explaining the choices, based on evaluation <b>criteria</b> .

<div>Present</div> <div>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</div>									
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication					Essential Question: When is creative work ready to share?				
Pre K	K	1	2	3	4	5	6	7	8
<b>MU:Cr3.2.PKa</b> With substantial <b>guidance</b> , <b>share musical ideas</b> with peers.	<b>MU:Cr3.2.Ka</b> With <b>guidance</b> , <b>demonstrate</b> a <i>final version</i> of personal <b>musical ideas</b> to peers.	<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 <i>or informal audience</i> .	<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 <i>or informal audience</i> .	<b>MU:Cr3.2.3a</b> <b>Present</b> the final version of personal created music to others, <i>and describe connection</i> to <b>expressive intent</b> .	<b>MU:Cr3.2.4a</b> <b>Present</b> the final version of personal created music to others, and <i>explain connection</i> to <b>expressive intent</b> .	<b>MU:Cr3.2.5a</b> <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> .	<b>MU:Cr3.2.6a</b> <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> .	<b>MU:Cr3.2.7a</b> <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 and variety</b> , and convey <b>expressive intent</b> .	<b>MU:Cr3.2.8a</b> <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 and variety</b> , <b>tension and release</b> , and <i>balance</i> to convey <b>expressive intent</b> .

PERFORMING

**Select**  
*Select varied musical works to present based on interest, knowledge, technical skill, and context.*

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<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:</b> How do performers select repertoire?</p>
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Pre K	K	1	2	3	4	5	6	7	8
<b>MU:Pr4.1.PKa</b> With substantial <b>guidance, demonstrate</b> and state preference for varied musical selections.	<b>MU:Pr4.1.Ka</b> With <b>guidance, demonstrate</b> and state <i>personal interest</i> in varied musical selections.	<b>MU:Pr4.1.1a</b> With limited <b>guidance, demonstrate</b> and discuss personal interest in, <i>knowledge about,</i> and <b>purpose</b> of varied musical selections.	<b>MU:Pr4.1.2a</b> <b>Demonstrate</b> and explain personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.	<b>MU:Pr4.1.3a</b> <b>Demonstrate</b> and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</i>	<b>MU:Pr4.1.4a</b> <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>	<b>MU:Pr4.1.5a</b> <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>	<b>MU:Pr4.1.6a</b> 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.	<b>MU:Pr4.1.7a</b> Apply <b>collaboratively-developed criteria</b> for selecting <i>music of 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,</b> and reasons for choices.	<b>MU:Pr4.1.8a</b> Apply <b>personally-developed criteria</b> 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,</b> and reasons for choices.

<div>Analyze</div> <div>Analyze the structure and context of varied musical works and their implications for performance.</div>									
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.					<b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?				
Pre K	K	1	2	3	4	5	6	7	8
<b>MU:Pr4.2.PKa</b> With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.	<b>MU:Pr4.2.Ka</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>	<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> .	<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> .	<b>MU:Pr4.2.3a</b> <b>Demonstrate</b> understanding of the <b>structure</b> in music selected for <b>performance</b> .	<b>MU:Pr4.2.4a</b> <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> .	<b>MU:Pr4.2.5a</b> <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> .	<b>MU:Pr4.2.6a</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> .	<b>MU:Pr4.2.7a</b> <i>Explain and 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.	<b>MU:Pr4.2.8a</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.
		<b>MU:Pr4.2.1b</b> When analyzing selected music, read and perform <b>rhythmic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	<b>MU:Pr4.2.2b</b> When analyzing selected music, read and perform <b>rhythmic and melodic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	<b>MU:Pr4.2.3b</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>MU:Pr4.2.4b</b> When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation</b> .	<b>MU:Pr4.2.5b</b> When analyzing selected music, read and perform using <b>standard notation</b> .	<b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, and dynamics</b> .	<b>MU:Pr4.2.7b</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>MU:Pr4.2.8b</b> When analyzing selected music, <b>sight-read</b> in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation</i> .
				<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> .	<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> .	<b>MU:Pr4.2.5c</b> <i>Explain</i> how <b>context</b> (such as <b>social, cultural, and historical</b> ) informs <b>performances</b> .	<b>MU:Pr4.2.6c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> .	<b>MU:Pr4.2.7c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <i>different music interpretations</i> .	<b>MU:Pr4.2.8c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <i>different musical effects</i> .

<div>Interpret</div> <div>Develop personal interpretations that consider creators' intent.</div>									
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question: How do performers interpret musical works?									
Pre K	K	1	2	3	4	5	6	7	8
<b>MU:Pr4.3.PKa</b> With substantial <b>guidance, explore music's expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	<b>MU:Pr4.3.Ka</b> With <b>guidance, demonstrate awareness of expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	<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> ).	<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> .	<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> ).	<b>MU:Pr4.3.4a</b> <b>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> ).	<b>MU:Pr4.3.5a</b> <b>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> ).	<b>MU:Pr4.3.6a</b> <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 <i>phrasing</i> ) convey <b>intent</b> .	<b>MU:Pr4.3.7a</b> <b>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> .	<b>MU:Pr4.3.8a</b> <b>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> ).



<div>Rehearse, Evaluate and Refine</div> <div>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</div>										
	<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.					<b>Essential Question:</b> How do musicians improve the quality of their performance?				
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #5	<b>MU:Pr5.1.PKa</b> With substantial <b>guidance</b> , practice and <b>demonstrate</b> what they like about their own <b>performances</b> .	<b>MU:Pr5.1.Ka</b> With <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	<b>MU:Pr5.1.1a</b> With limited <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	<b>MU:Pr5.1.2a</b> - Apply <b>established criteria</b> to judge the accuracy, expressiveness, and effectiveness of <b>performances</b> .	<b>MU:Pr5.1.3a</b> - Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy of <b>ensemble performances</b> .	<b>MU:Pr5.1.4a</b> Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy and expressiveness of <b>ensemble and personal performances</b> .	<b>MU:Pr5.1.5a</b> Apply <b>teacher-provided</b> and <b>established criteria</b> and feedback to evaluate the accuracy and expressiveness of <b>ensemble and personal performances</b> .	<b>MU:Pr5.1.6a</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> .	<b>MU:Pr5.1.7a</b> Identify and apply <b>collaboratively-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill</b> of performer, originality, <b>emotional impact</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .	<b>MU:Pr5.1.8a</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> .
	<b>MU:Pr5.1.PKb</b> With substantial <b>guidance</b> , apply personal, peer, and teacher feedback to <b>refine performances</b> .	<b>MU:Pr5.1.Kb</b> With <b>guidance</b> , use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.	<b>MU:Pr5.1.1b</b> With limited <b>guidance</b> , use suggested strategies in rehearsal to address interpretive challenges of music.	<b>MU:Pr5.1.2b</b> – Rehearse, identify and apply strategies to address interpretive, performance, and <b>technical challenges</b> of music.	<b>MU:Pr5.1.3b</b> Rehearse to <b>refine technical accuracy</b> , <b>expressive qualities</b> , and identified performance challenges.	<b>MU:Pr5.1.4b</b> Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b> , and address performance challenges.	<b>MU:Pr5.1.5b</b> Rehearse to refine <b>technical accuracy</b> and <b>expressive qualities</b> to address challenges, and show improvement over time.			



<div>Present</div> <div>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</div>										
	<b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.					<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?				
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #6	<b>MU:Pr6.1.PKa</b> With substantial <b>guidance, perform</b> music with <b>expression</b> .	<b>MU:Pr6.1.Ka</b> With <b>guidance, perform</b> music with <b>expression</b> .	<b>MU:Pr6.1.1a</b> With limited <b>guidance, perform</b> music for a specific <b>purpose</b> with <b>expression</b> .	<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> .	<b>MU:Pr6.1.3a</b> <b>Perform</b> music with <b>expression</b> and <b>technical accuracy</b> .	<b>MU:Pr6.1.4a</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> .	<b>MU:Pr6.1.5a</b> <b>Perform</b> music, alone or with others, with <b>expression, technical accuracy, and</b> appropriate <b>interpretation</b> .	<b>MU:Pr6.1.6a</b> <b>Perform</b> the music with <b>technical accuracy</b> to convey the <b>creator's intent</b> .	<b>MU:Pr6.1.7a</b> <b>Perform</b> the music with <b>technical accuracy</b> and <i>stylistic expression</i> to convey the <b>creator's intent</b> .	<b>MU:Pr6.1.8a</b> <b>Perform</b> the music with <b>technical accuracy</b> , stylistic <b>expression</b> , and <b>culturally authentic practices</b> in music to convey the <b>creator's intent</b> .
		<b>MU:Pr6.1.Kb</b> <b>Perform</b> <i>appropriately for the audience</i> .	<b>MU:Pr6.1.1b</b> <b>Perform</b> appropriately for the audience and <b>purpose</b> .	<b>MU:Pr6.1.2b</b> <b>Perform</b> appropriately for the audience and <b>purpose</b> .	<b>MU:Pr6.1.3b</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> <i>appropriate for the context and venue</i> .	<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> .	<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> .	<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> .	<b>MU:Pr6.1.7b</b> <b>Demonstrate performance decorum</b> ( <i>such as stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue, purpose, and context</b> .	<b>MU:Pr6.1.8b</b> <b>Demonstrate performance decorum</b> ( <i>such as stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .

RESPONDING	
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Select

Choose music appropriate for a specific purpose or context.

	<b>Select</b> <i>Choose music appropriate for a specific purpose or context.</i>	
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<p><b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><b>Essential Question:</b> How do individuals choose music to experience?</p>
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<p><b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><b>Essential Question:</b> How do individuals choose music to experience?</p>
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Pre K	K	1	2	3	4	5	6	7	8
<b>MU:Re7.1.PKa</b> With substantial <b>guidance</b> , state personal interests and <b>demonstrate</b> why they prefer some music selections over others.	<b>MU:Re7.1.Ka</b> With <b>guidance</b> , list personal interests <i>and experiences</i> and <b>demonstrate</b> why they prefer some music selections over others.	<b>MU:Re7.1.1a</b> 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> .	<b>MU:Re7.1.2a</b> <i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	<b>MU:Re7.1.3a</b> <b>Demonstrate</b> and <i>describe</i> how <i>selected music connects to</i> and is influenced by specific interests, experiences, or <b>purposes</b> .	<b>MU:Re7.1.4a</b> <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> .	<b>MU:Re7.1.5a</b> <b>Demonstrate</b> and <i>explain, citing evidence</i> , how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	<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> .	<b>MU:Re7.1.7a</b> Select or choose contrasting music to listen to and <i>compare</i> the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	<b>MU:Re7.1.8a</b> 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> .

Analyze									
Analyze how the structure and context of varied musical works inform the response.									
Essential Understanding: Responses to music is informed by analyzing context (social, cultural, and historical) and how the elements of music. response?									
Pre K	K	1	2	3	4	5	6	7	8
MU:Re7.2.PKa With substantial <b>guidance, explore</b> musical contrasts in music.	MU:Re7.2.Ka 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.	MU:Re7.2.1a With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or pitch) are used in various styles of music for a <b>purpose</b> .	MU:Re7.2.2a Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.	MU:Re7.2.3a <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> ).	MU:Re7.2.4a <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	MU:Re7.2.5a <b>Demonstrate</b> and explain, <i>citing evidence</i> , how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social, cultural</b> , and <b>historical</b> ).	MU:Re7.2.6a Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of the pieces.	MU:Re7.2.7a <i>Classify and explain</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of contrasting pieces.	MU:Re7.2.8a <i>Compare</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> within <b>programs</b> of music.
							MU:Re7.2.6b Identify the <b>context</b> of music from a variety of <b>genres, cultures</b> , and <b>historical periods</b> .	MU:Re7.2.7b Identify and <i>compare</i> the <b>context</b> of music from a variety of <b>genres, cultures</b> , and <b>historical periods</b> .	MU:Re7.2.8b Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures</b> , and <b>historical periods</b> .

<p><b>Interpret</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i></p>										
<b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.						<b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?				
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #8	<b>MU:Re8.1.PKa</b> With substantial <b>guidance</b> , explore music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	<b>MU:Re8.1.Ka</b> With <b>guidance</b> , <b>demonstrate</b> awareness of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	<b>MU:Re8.1.1a</b> With <i>limited</i> <b>guidance</b> , <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> .	<b>MU:Re8.1.2a</b> <b>Demonstrate</b> knowledge of music <b>concepts</b> and how they support creators'/performers' <b>expressive intent</b> .	<b>MU:Re8.1.3a</b> <b>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> .	<b>MU:Re8.1.4a</b> <b>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 personal <b>interpretations</b> to reflect <b>expressive intent</b> .	<b>MU:Re8.1.5a</b> <b>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> .	<b>MU:Re8.1.6a</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> .	<b>MU:Re8.1.7a</b> Describe a personal <b>interpretation</b> of <i>contrasting</i> 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> .	<b>MU:Re8.1.7a</b> <i>Support</i> personal <b>interpretation</b> of <i>contrasting</i> <b>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><b>Evaluate</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p>										
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.						<b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?				
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #9	<b>MU:Re9.1.PKa</b> With substantial <b>guidance</b> , talk about personal and expressive preferences in music.	<b>MU:Re9.1.Ka</b> With <b>guidance</b> , <i>apply personal and expressive preferences in the evaluation of music</i> .	<b>MU:Re9.1.1a</b> With <i>limited</i> <b>guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	<b>MU:Re9.1.2a</b> <i>Apply</i> personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	<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> .	<b>MU:Re9.1.4a</b> Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context</b> .	<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> .	<b>MU:Re9.1.6a</b> Apply <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	<b>MU:Re9.1.7a</b> Select from <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	<b>MU:Re9.1.8a</b> Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .

CONNECTING										
Connect #10										
Synthesize and relate knowledge and personal experiences to make music.										
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.							Essential Question: How do musicians make meaningful connections to creating, performing, and responding?			
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #10	<b>MU:Cn10.0.PKa</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cr3.2.PKa</b> With substantial <b>guidance</b> , <b>share</b> revised <b>musical ideas</b> with peers. <b>MU:Pr4.1.PKa</b> With substantial <b>guidance</b> , <b>demonstrate</b> and state preference for varied musical selections. <b>MU:Pr4.3.PKa</b> With substantial <b>guidance</b> , <b>explore</b> music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	<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. <b>MU:Cr3.2.Ka</b> With <b>guidance</b> , <b>demonstrate</b> a final version of personal <b>musical ideas</b> to peers. <b>MU:Pr4.1.Ka</b> With <b>guidance</b> , <b>demonstrate</b> and state personal interest in varied musical selections. <b>MU:Pr4.3.Ka</b> With <b>guidance</b> , <b>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> .	<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. <b>MU:Cr2.1.1a</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> .  <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. <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> ). <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> .	<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. <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> .  <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. <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> . <b>MU:Re7.1.2a</b> Explain and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	<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. <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> . <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> . <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> . <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> ). <b>MU:Re7.1.3a</b> <b>Demonstrate</b> and describe how selected music connects to and is	<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. <b>MU:Cr2.1.4a</b> <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b> , <b>arrangement</b> , or <b>composition</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> . <b>MU:Cr3.2.4a</b> <b>Present</b> the final version of created music for others, and explain <b>connection</b> to <b>expressive intent</b> .  <b>MU:Pr4.1.4a</b> <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> . <b>MU:Pr4.3.4a</b> <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> ). <b>MU:Re7.1.4a</b>	<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. <b>MU:Cr2.1.5a</b> <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> . <b>MU:Cr3.2.5a</b> <b>Present</b> the final version of created music for others that <b>demonstrates</b> <b>craftsmanship</b> , and explain <b>connection</b> to <b>expressive intent</b> .  <b>MU:Pr4.1.5a</b> <b>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> . <b>MU:Pr4.3.5a</b> <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as	<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. <b>MU:Cr2.1.6a</b> Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>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> . <b>MU:Cr3.2.6a</b> <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> . <b>MU:Pr4.1.6a</b> 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.  <b>MU:Pr4.3.6a</b> <b>Perform</b> a selected piece of music	<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. <b>MU:Cr2.1.7a</b> Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b> , songs, and <b>compositions</b> within <b>AB</b> , <b>ABA</b> , or <b>theme and variation forms</b> that <b>demonstrate</b> <b>unity</b> and <b>variety</b> and convey <b>expressive intent</b> . <b>MU:Cr3.2.7a</b> <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 and variety</b> , and convey <b>expressive intent</b> . <b>MU:Pr4.1.7a</b> 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</b> , <b>technical challenges</b> , and <b>reasons</b>	<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. <b>MU:Cr2.1.8a</b> Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b> , songs, and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate</b> <b>tension</b> and <b>release</b> , <b>unity</b> and <b>variety</b> , and <b>balance</b> , and convey <b>expressive intent</b> .  <b>MU:Cr3.2.8a</b> <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</b> , <b>tension</b> and <b>release</b> , and <b>balance</b> to convey <b>expressive intent</b> . <b>MU:Pr4.1.8a</b> Apply <b>personally-developed criteria</b> for selecting <i>music</i> of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and explain <b>expressive</b>

					<p>influenced by specific interests, experiences, or <b>purposes</b>.</p>	<p><b>Demonstrate</b> <i>and explain</i> how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	<p><b>dynamics, tempo, timbre, and articulation/style</b>). <b>MU:Re7.1.5a</b> <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>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</b>, and <b>phrasing</b>) convey <b>intent</b>. <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>for choices. <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</b>, and <b>phrasing</b>) convey <b>intent</b>.  <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>qualities, technical challenges</b>, and reasons for choices. <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</b>, and <b>phrasing</b>). <b>MU:Re7.1.8a</b> 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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Connect #11										
Relate musical ideas and works with varied context to deepen understanding.										
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.						Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?				
	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #11	<b>MU:Cn11.0.PKa</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Pr4.2.PKa</b> With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts. <b>MU:Re7.2.PKa</b> With substantial <b>guidance, explore</b> musical contrasts in music. <b>MU:Re9.1.PKa</b> With substantial <b>guidance</b> , talk about their personal and expressive preferences in music.	<b>MU:Cn11.0.Ka</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Pr4.2.Ka</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> <b>MU:Re7.2.Ka</b> With <b>guidance, demonstrate</b> <i>how a specific music concept (such as beat or melodic direction) is used in music.</i> <b>MU:Re9.1.Ka</b> With <b>guidance</b> , <i>apply personal and expressive preferences in the evaluation of music.</i>	<b>MU:Cn11.0.1a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.1a</b> With limited <b>guidance</b> , <i>create musical ideas (such as answering a musical question) for a specific purpose.</i> <b>MU:Pr4.2.1a</b> With limited <b>guidance, demonstrate knowledge of music concepts (such as beat and melodic contour)</b> in music from a variety of <b>cultures</b> selected for <b>performance.</b> <b>MU:Pr6.1.1a</b> With limited <b>guidance, perform</b> music for a specific <b>purpose</b> with <b>expression.</b> <b>MU:Re7.2.1a</b> With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts (such as beat or pitch) is used in various styles of music for a purpose.</b> <b>MU:Re9.1.1a</b> With limited <b>guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes.</b>	<b>MU:Cn11.0.2a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.2a</b> <i>Improvise <b>rhythmic and melodic</b> patterns and <b>musical ideas</b> for a specific purpose.</i> <b>MU:Pr4.2.2a</b> <b>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> <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> <b>MU:Re7.2.</b> <i>Describe how specific music <b>concepts</b> are used to support a specific purpose in music.</i> <b>MU:Re9.1.2a</b> <i>Apply personal and expressive preferences in the evaluation of music for specific purposes.</i>	<b>MU:Cn11.0.3a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.3a</b> <i>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</i> <b>MU:Pr4.2.3c</b> <i>Describe how context (such as personal and social) can inform a performance.</i> <b>MU:Pr6.1.3b</b> <b>Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context</b> and <b>venue.</b> <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 (such as personal and social).</b> <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>	<b>MU:Cn11.0.4a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.4a</b> <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</i>  <b>MU:Pr4.2.4c</b> <i>Explain how context (such as social and cultural) informs a performance.</i> <b>MU:Pr6.1.4b</b> <b>Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context, venue, and genre.</b>  <b>MU:Re7.2.4a</b> <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context (such as social and cultural).</b> <b>MU:Re9.1.4a</b> Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context.</b>	<b>MU:Cn11.0.5a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.5a</b> <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</i> <b>MU:Pr4.2.5c</b> <i>Explain how context (such as social, cultural, and historical) informs performances.</i> <b>MU:Pr6.1.5b</b> <b>Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context, venue, genre, and style.</b> <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</b> , the use of the <b>elements of music</b> , and <b>context (such as social, cultural, and historical).</b> <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, citing evidence from the elements of music.</b>	<b>MU:Cn11.0.6a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.6a</b> <i>Generate simple rhythmic, melodic, and harmonic <b>phrases</b> and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</i> <b>MU:Pr4.2.6c</b> <i>Identify how cultural and historical context inform the performances.</i> <b>MU:Pr6.1.6b</b> <b>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette</b> appropriate for <b>venue</b> and <b>purpose.</b> <b>MU:Re7.2.6b</b> <i>Identify the context of music from a variety of genres, cultures, and historical periods.</i> <b>MU:Re9.1.6a</b> <i>Apply teacher-provided criteria to evaluate musical works or performances.</i>	<b>MU:Cn11.0.7a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.7a</b> <i>Generate rhythmic, melodic, and harmonic <b>phrases</b> and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</i> <b>MU:Pr4.2.7c</b> <i>Identify how cultural and historical context inform performance and results in different music interpretations.</i> <b>MU:Pr6.1.7b</b> <b>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette</b> appropriate for <b>venue, purpose, and context.</b> <b>MU:Re7.2.7b</b> <i>Identify and compare the context of music from a variety of genres, cultures, and historical periods.</i> <b>MU:Re9.1.7a</b> <i>Select from teacher-provided criteria to evaluate musical works or performances.</i>	<b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cr1.1.8a</b> <i>Generate rhythmic, melodic and harmonic <b>phrases</b> and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</i> <b>MU:Pr4.2.8c</b> <i>Identify how cultural and historical context inform performance and results in different musical effects.</i> <b>MU:Pr6.1.8b</b> <b>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette</b> appropriate for <b>venue, purpose, context, and style.</b> <b>MU:Re7.2.8b</b> <i>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</i> <b>MU:Re9.1.8a</b> <i>Apply appropriate personally-developed criteria to evaluate musical works or performances.</i>



