

# CREATING

## 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	1	2	3	4	5	6	7	8
Common Anchor #1	<p><b>MU:Cr1.1.PKa</b> With substantial <b>guidance, explore</b> and experience a variety of music.</p>	<p><b>MU:Cr1.1.Ka</b> With <b>guidance, explore</b> and experience <b>music concepts</b> (such as <b>beat</b> and <b>melodic contour</b>).</p>	<p><b>MU:Cr1.1.1a</b> With limited <b>guidance</b>, create <b>musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b>.</p>	<p><b>MU:Cr1.1.2a</b> <i>Improvise</i> <b>rhythmic and melodic patterns</b> and <b>musical ideas</b> for a specific <b>purpose</b>.</p>	<p><b>MU:Cr1.1.3a</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>).</p>	<p><b>MU:Cr1.1.4a</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>).</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</b>, and <b>historical</b>).</p>	<p><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>.</p>	<p><b>MU:Cr1.1.7a</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>.</p>	<p><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>.</p>
		<p><b>MU:Cr1.1.Kb</b> With <b>guidance</b>, generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b>).</p>	<p><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 <b>duple</b> and <b>triple</b>).</p>	<p><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 <b>duple</b> and <b>triple</b>).</p>	<p><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>.</p>	<p><b>MU:Cr1.1.4b</b> Generate <b>musical ideas</b> (such as <b>rhythms, melodies</b>, and <b>simple accompaniment patterns</b>) within <b>related tonalities</b> (such as <b>major</b> and <b>minor</b>) and <b>meters</b>.</p>	<p><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 <b>simple chord changes</b>.</p>			

## Plan and Make

*Select and develop musical ideas for defined purposes and contexts*

		<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>Essential Question:</b> 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, explore</b> favorite <b>musical ideas</b> (such as <b>movements, vocalizations,</b> or instrumental accompaniments).	<b>MU:Cr2.1.Ka</b> With <b>guidance, demonstrate</b> and choose favorite <b>musical ideas.</b>	<b>MU:Cr2.1.1a</b> With <b>limited guidance, 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 <b>patterns and ideas</b> 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 or composition</b> to express <b>intent, and describe connection</b> to a specific <b>purpose and context.</b>	<b>MU:Cr2.1.4a</b> <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation, arrangement, or composition</b> to express <b>intent, and explain connection</b> to <b>purpose and context.</b>	<b>MU:Cr2.1.5a</b> <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations, arrangements, or compositions</b> to express <b>intent, and explain connection</b> to <b>purpose and context.</b>	<b>MU:Cr2.1.6a</b> Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements and compositions</b> within <b>AB or ABA 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, 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>	<b>MU:Cr2.1.8a</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>	
	<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 <b>limited guidance,</b> use <b>iconic or standard notation</b> and/or recording technology to <b>document and organize</b> personal <b>musical ideas.</b>	<b>MU:Cr2.1.2b</b> Use <b>iconic or standard</b> notation and/or recording technology to <b>combine, sequence,</b> 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 <b>rhythmic and melodic 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 <b>rhythmic, melodic, and simple harmonic 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 <b>rhythmic, melodic, and two-chord harmonic 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 <b>simple rhythmic phrases, melodic phrases, and two-chord harmonic 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 <b>simple rhythmic phrases, melodic phrases, and 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 <b>rhythmic phrases, melodic phrases, and harmonic sequences.</b>	

**Evaluate and Refine**

*Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #3	<p><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>.</p>	<p><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>.</p>	<p><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>.</p>	<p><b>MU:Cr3.1.2a</b> <b>Interpret</b> and apply personal, peer, and teacher feedback to <i>revise personal music</i>.</p>	<p><b>MU:Cr3.1.3a</b> <i>Evaluate, refine, and document</i> revisions to personal <b>musical ideas</b>, applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback.</p>	<p><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 <i>show improvement over time</i>.</p>	<p><b>MU:Cr3.1.5a</b> Evaluate, <b>refine</b>, and document revisions to personal music, applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback, and <i>explain rationale for changes</i>.</p>	<p><b>MU:Cr3.1.6a</b> Evaluate their own work, applying <b>teacher-provided criteria</b> such as <i>application of selected elements of music</i>, and use of sound sources.</p>	<p><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.</p>	<p><b>MU:Cr3.1.8a</b> Evaluate their own work by selecting and applying <b>criteria</b> including <i>appropriate application of compositional techniques, style, form</i>, and use of sound sources.</p>
			<p><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.</p>	<p><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 and peers).</p>	<p><b>MU:Cr3.1.8b</b> Describe the rationale for <b>refining</b> works by explaining the choices, based on evaluation <b>criteria</b>.</p>					

**Present**

*Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*

**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
<p><b>MU:Cr3.2.PKa</b> With substantial <b>guidance, share revised personal musical ideas</b> with peers.</p>	<p><b>MU:Cr3.2.Ka</b> With <b>guidance, demonstrate a final version of personal musical ideas</b> to peers.</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 <i>or informal audience</i>.</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 <i>or informal audience</i>.</p>	<p><b>MU:Cr3.2.3a</b> <b>Present</b> the final version of personal created music to others, <i>and describe connection to expressive intent.</i></p>	<p><b>MU:Cr3.2.4a</b> <b>Present</b> the final version of personal created music to others, and <i>explain connection to expressive intent.</i></p>	<p><b>MU:Cr3.2.5a</b> <b>Present</b> the final version of personal created music to others <i>that demonstrates craftsmanship, and explain connection to expressive intent.</i></p>	<p><b>MU:Cr3.2.6a</b> <b>Present</b> the final version of their documented personal <b>composition or 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:Cr3.2.7a</b> <b>Present</b> the final version of their documented personal <b>composition, song, or arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate <b>unity and variety</b>, and convey <b>expressive intent</b>.</p>	<p><b>MU:Cr3.2.8a</b> <b>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 <b>compositional techniques</b> for creating <b>unity and variety, tension and release</b>, and <b>balance</b> to convey <b>expressive intent</b>.</p>

# PERFORMING

## Select

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

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #4	<p><b>MU:Pr4.1.PKa</b> With substantial <b>guidance, demonstrate</b> and state preference for varied musical selections.</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:Pr4.1.1a</b> With limited <b>guidance, demonstrate</b> and discuss personal interest in, <b>knowledge about, and purpose</b> of varied musical selections.</p>	<p><b>MU:Pr4.1.2a</b> <b>Demonstrate</b> and explain personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.</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, and context.</b></p>	<p><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, and technical skill.</b></p>	<p><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, as well as their personal and others' technical skill.</b></p>	<p><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.</p>	<p><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, technical challenges</b>, and reasons for choices.</p>	<p><b>MU:Pr4.1.8a</b> 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>

### Analyze

Analyze the structure and context of varied musical works and their implications for performance.

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform performance?

Pre K	K	1	2	3	4	5	6	7	8
<p><b>MU:Pr4.2.PKa</b> With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.</p>	<p><b>MU:Pr4.2.Ka</b> With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music <i>contrasts</i> (such as <i>high/low, loud/soft, same/different</i>) in a variety of music selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.1a</b> With limited <b>guidance, demonstrate</b> knowledge of music <i>concepts</i> (such as <i>beat and melodic contour</i>) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.2a</b> <b>Demonstrate</b> knowledge of music <i>concepts</i> (such as <i>tonality and meter</i>) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.3a</b> <b>Demonstrate</b> understanding of the <b>structure</b> in music selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.4a</b> <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <i>rhythm, pitch, and form</i>) in music selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.5a</b> <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <i>rhythm, pitch, form, and harmony</i>) in music selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.6a</b> Explain 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>MU:Pr4.2.7a</b> Explain and <b>demonstrate</b> 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>MU:Pr4.2.8a</b> Compare the <b>structure</b> of <i>contrasting pieces of music</i> selected for <b>performance</b>, explaining how the <b>elements of music</b> are used in each.</p>
		<p><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>.</p>	<p><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>.</p>	<p><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>.</p>	<p><b>MU:Pr4.2.4b</b> When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation</b>.</p>	<p><b>MU:Pr4.2.5b</b> When analyzing selected music, read and perform using <b>standard notation</b>.</p>	<p><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>.</p>	<p><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>.</p>	<p><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>.</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:Pr4.2.4c</b> Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</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:Pr4.2.6c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b>.</p>	<p><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>.</p>	<p><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>.</p>

### Interpret

*Develop personal interpretations that consider creators' intent.*

**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
<p><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>).</p>	<p><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>.</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: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 use them to convey expressive intent</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: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, tempo, and timbre</b>).</p>	<p><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, tempo, timbre, and articulation/style</b>).</p>	<p><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, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p>	<p><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, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p>	<p><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, tempo, timbre, articulation/style, and phrasing</b>).</p>

**Rehearse, Evaluate and Refine**

*Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. **Essential Question:** How do musicians improve the quality of their performance?

	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #5	<p><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>.</p>	<p><b>MU:Pr5.1.Ka</b> With <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine performances</b>.</p>	<p><b>MU:Pr5.1.1a</b> With limited <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine performances</b>.</p>	<p><b>MU:Pr5.1.2a</b> - Apply <b>established criteria</b> to judge the accuracy, expressiveness, and effectiveness of <b>performances</b>.</p>	<p><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>.</p>	<p><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>.</p>	<p><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>.</p>	<p><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>.</p>	<p><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>.</p>	<p><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, <b>emotional impact</b>, <b>variety</b>, and interest) to rehearse, <b>refine</b>, and determine when the music is ready to <b>perform</b>.</p>
	<p><b>MU:Pr5.1.PKb</b> With substantial <b>guidance</b>, apply personal, peer, and teacher feedback to <b>refine performances</b>.</p>	<p><b>MU:Pr5.1.Kb</b> With <b>guidance</b>, use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.</p>	<p><b>MU:Pr5.1.1b</b> With limited <b>guidance</b>, use suggested strategies in rehearsal to address interpretive challenges of music.</p>	<p><b>MU:Pr5.1.2b</b> – Rehearse, <i>identify</i> and apply strategies to address interpretive, performance, and <b>technical challenges</b> of music.</p>	<p><b>MU:Pr5.1.3b</b> Rehearse to <b>refine technical accuracy</b>, <b>expressive qualities</b>, and identified performance challenges.</p>	<p><b>MU:Pr5.1.4b</b> Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b>, and address performance challenges.</p>	<p><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.</p>			



<b>Present</b>										
<i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>										
<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> appropriate for the <b>context</b> and <b>venue</b> .	<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> (such as <i>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> (such as <i>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> (such as <i>stage presence, attire, and behavior</i> ) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .

# RESPONDING

## Select

Choose music appropriate for a specific purpose or context.

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

	Pre K	K	1	2	3	4	5	6	7	8
Common Anchor #7	<p><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.</p>	<p><b>MU:Re7.1.Ka</b> With <b>guidance</b>, list personal interests and experiences and <b>demonstrate</b> why they prefer some music selections over others.</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: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: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>MU:Re7.1.4a</b> <b>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:Re7.1.5a</b> <b>Demonstrate</b> and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</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:Re7.1.7a</b> Select or choose contrasting music to listen to and compare the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b>.</p>	<p><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>

### Analyze

Analyze how the structure and context of varied musical works inform the response.

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question:** How does understanding the structure and context of music inform a response?

Pre K	K	1	2	3	4	5	6	7	8
<p><b>MU:Re7.2.PKa</b> With substantial <b>guidance, explore</b> musical contrasts in music.</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: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>) are used in various styles of music for a <b>purpose</b>.</p>	<p><b>MU:Re7.2.2a</b> Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.</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, the use of the elements of music, and context</b> (such as <b>personal</b> and <b>social</b>).</p>	<p><b>MU:Re7.2.4a</b> <b>Demonstrate</b> and explain 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: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:Re7.2.6a</b> 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>MU:Re7.2.7a</b> <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.</p>	<p><b>MU:Re7.2.8a</b> Compare how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> within <b>programs</b> of music.</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:Re7.2.7b</b> Identify and <i>compare</i> the <b>context</b> of music from a variety of <b>genres, cultures, and historical periods</b>.</p>	<p><b>MU:Re7.2.8b</b> Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures, and historical periods</b>.</p>

### Interpret

*Support interpretations of musical works that reflect creators'/performers' expressive intent.*

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** 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, explore music's expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	<b>MU:Re8.1.Ka</b> With <b>guidance, demonstrate awareness of 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 <b>limited guidance, demonstrate and identify 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, tempo, and 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, tempo, timbre, and 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 and historical context</b> , convey <b>expressive intent</b> .	<b>MU:Re8.1.7a</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, cultures, and historical periods</b> , convey <b>expressive intent</b> .	<b>MU:Re8.1.7a</b> <b>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, cultures, and historical periods</b> to convey <b>expressive intent</b> .

### Evaluate

*Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** 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, talk about personal and expressive preferences</b> in music.	<b>MU:Re9.1.Ka</b> With <b>guidance, apply personal and expressive preferences in the evaluation of music</b> .	<b>MU:Re9.1.1a</b> With <b>limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes</b> .	<b>MU:Re9.1.2a</b> <b>Apply</b> personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	<b>MU:Re9.1.3a</b> Evaluate <b>musical works and performances, applying established criteria, and describe appropriateness to the context</b> .	<b>MU:Re9.1.4a</b> Evaluate <b>musical works and performances, applying established criteria, and explain appropriateness to the context</b> .	<b>MU:Re9.1.5a</b> Evaluate <b>musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music</b> .	<b>MU:Re9.1.6a</b> Apply <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b> .	<b>MU:Re9.1.7a</b> Select from <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b> .	<b>MU:Re9.1.8a</b> Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works or 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	<p><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.</p> <p><b>MU:Cr3.2.PKa</b> With substantial <b>guidance</b>, <b>share</b> revised <b>musical ideas</b> with peers.</p> <p><b>MU:Pr4.1.PKa</b> With substantial <b>guidance</b>, <b>demonstrate</b> and state preference for varied musical selections.</p> <p><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>).</p>	<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>MU:Cr3.2.Ka</b> With <b>guidance</b>, <b>demonstrate</b> a final version of personal <b>musical ideas</b> to peers.</p> <p><b>MU:Pr4.1.Ka</b> With <b>guidance</b>, <b>demonstrate</b> and state personal interest in varied musical selections.</p> <p><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>.</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>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>.</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>, <b>identify</b> 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>MU:Cr2.1.2a</b> <b>Demonstrate</b> and explain personal reasons for selecting <b>patterns</b> and <b>ideas</b> 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>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> Present 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</p>	<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>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>.</p> <p><b>MU:Cr3.2.4a</b> Present the final version of created music for others, and explain <b>connection</b> to <b>expressive intent</b>.</p> <p><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>.</p> <p><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>).</p> <p><b>MU:Re7.1.4a</b></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>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>.</p> <p><b>MU:Cr3.2.5a</b> Present 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>.</p> <p><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 their personal and others' <b>technical skill</b>.</p> <p><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</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>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> form that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b>.</p> <p><b>MU:Cr3.2.6a</b> Present 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: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.</p> <p><b>MU:Pr4.3.6a</b> Perform a selected piece of music</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>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>.</p> <p><b>MU:Cr3.2.7a</b> Present 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>.</p> <p><b>MU:Pr4.1.7a</b> Apply <b>collaboratively-developed criteria</b> for selecting music of <b>contrasting styles</b> 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 reasons</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>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>.</p> <p><b>MU:Cr3.2.8a</b> Present 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>.</p> <p><b>MU:Pr4.1.8a</b> 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</b></p>

					<p>influenced by specific interests, experiences, or <b>purposes</b>.</p>	<p><b>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>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</b>  <b>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</b> <b>Perform</b> <i>contrasting pieces of music</i>, demonstrating as well as explaining how the music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, 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	<p><b>MU:Cn11.0.PKa</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Pr4.2.PKa</b> With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.</p> <p><b>MU:Re7.2.PKa</b> With substantial <b>guidance, explore</b> musical contrasts in music.</p> <p><b>MU:Re9.1.PKa</b> With substantial <b>guidance</b>, talk about their personal and expressive preferences in music.</p>	<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>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 concept (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</b>, apply 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>MU:Cr1.1.1a</b> With limited <b>guidance</b>, create <b>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 concepts (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 concepts (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</b>, apply 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>MU:Cr1.1.2a</b> <i>Improvise <b>rhythmic and melodic</b> patterns and <b>musical ideas</b> for a specific <b>purpose</b>.</i></p> <p><b>MU:Pr4.2.2a</b> <b>Demonstrate</b> knowledge of music concepts (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:Re7.2.</b> Describe how specific music concepts 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>MU:Cr1.1.3a</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>).</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>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>MU:Cr1.1.4a</b> Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and explain <b>connection</b> 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 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>).</p> <p><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>.</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>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</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social, cultural, and historical</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, citing evidence from the elements of music</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>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>.</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> (such as stage presence, attire, and behavior) 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:Re9.1.6a</b> Apply <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</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>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 style</b>.</p> <p><b>MU:Re7.2.7b</b> Identify and <i>compare</i> the <b>context</b> of music from a variety of <b>genres, cultures, and historical periods</b>.</p> <p><b>MU:Re9.1.7a</b> Select from <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</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>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic <b>phrases</b> and <i>harmonic accompaniments</i> within <b>expanded forms</b> (including <i>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 compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures, and historical periods</b>.</p> <p><b>MU:Re9.1.8a</b> Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>

