

Music													
CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?												CONNECTING
	Pre K (MU:Cn10.1.PK)	Kindergarten (MU:Cn10.1.K)	1 st (MU:Cn10.1.1)	2 nd (MU:Cn10.1.2)	3 rd (MU:Cn10.1.3)	4 th (MU:Cn10.1.4)	5 th (MU:Cn10.1.5)	6 th (MU:Cn10.1.6)	7 th (MU:Cn10.1.7)	8 th (MU:Cn10.1.8)	HS Proficient	HS Accomplished	
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
	MU:Cr3.2.PKa With substantial guidance , share revised musical ideas with peers.	MU:Cr3.2.Ka With guidance , demonstrate a <i>final version</i> of personal musical ideas to peers.	MU:Cr2.1.1a <i>With limited guidance, demonstrate and discuss personal musical ideas that represent expressive intent.</i>	MU:Cr2.1.2a Demonstrate and <i>explain</i> personal reasons for selecting <i>patterns and ideas for their music</i> that represent expressive intent .	MU:Cr2.1.3a Demonstrate <i>selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</i>	MU:Cr2.1.4a Demonstrate selected <i>and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</i>	MU:Cr2.1.5a Demonstrate selected and develop ed musical ideas for improvisations , arrangements , or compositions to express intent , and explain connection to purpose and context .	MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent .	MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements , songs , and compositions within AB , ABA , or theme and variation forms that demonstrate unity and variety and convey expressive intent .	MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements , songs , and compositions within expanded forms that demonstrate tension and release , unity and variety , and balance , and convey expressive intent .			
	MU:Pr4.1.PKa With substantial guidance , demonstrate and state preference for varied musical selections.	MU:Pr4.1.Ka With guidance , demonstrate and state <i>personal interest</i> in varied musical selections.	MU:Cr3.2.1a With limited guidance , convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or <i>informal audience</i> .	MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or <i>informal audience</i> .	MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent .	MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive intent .	MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship , and explain connection to expressive intent .	MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent .	MU:Cr3.2.7a Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent .	MU:Cr3.2.8a Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety , tension and release , and balance to convey expressive intent .			
	MU:Pr4.3.PKa With substantial guidance , explore music’s expressive qualities (such as voice quality, dynamics , and tempo).	MU:Pr4.3.Ka With guidance , demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators’ expressive intent .	MU:Pr4.3.1a Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).	MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	MU:Pr4.1.3a Demonstrate and explain how the <i>selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</i>	MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context , and technical skill .	MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context , as well as their <i>personal and others’ technical skill.</i>	MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.	MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities , technical challenges , and <i>reasons</i> for choices.	MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities , technical challenges , and reasons for choices.			

			MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or <i>pitch</i>) is used in various styles of music for a purpose .	MU:Re7.2. Describe how specific music- concepts are used to support a specific purpose in music.	MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure , the use of the elements of music , and context (such as social and cultural).	MU:Re7.2.5a Demonstrate and explain, <i>citing evidence</i> , how responses to music are informed by the structure , the use of the elements of music , and context (such as social , cultural , and historical).	MU:Re7.2.6b Identify the context of music from a variety of genres, cultures , and historical periods .	MU:Re7.2.7b Identify and <i>compare</i> the context of music from a variety of genres, cultures , and historical periods .	MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures , and historical periods .		
			MU:Re9.1.1a With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes .	MU:Re9.1.3a Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .	MU:Re9.1.4a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context .	MU:Re9.1.5a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context , <i>citing evidence from the elements of music</i> .	MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances .	MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances .	MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances .		