**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**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	Kindergarten	1st	2nd	3rd
MU.1.CR1.PK	MU.1.CR1.K	MU.1.CR1.1	MU.1.CR1.2	MU.1.CR1.3
1. With substantial	1. With guidance, explore	1. With limited guidance,	1. Improvise <b>rhythmic and</b>	1. Improvise rhythmic and
guidance, explore and	and experience <i>music</i>	create <b>musical ideas</b> (such	melodic patterns and	melodic ideas, and
experience a variety of	concepts (such as beat	as answering a musical	<b>musical ideas</b> for a	describe <b>connection</b> to
music.	and <b>melodic contour</b> ).	question) for a specific	specific <b>purpose</b> .	specific <b>purpose</b> and
		purpose.		context (such as personal
				and <b>social</b> ).
	2. With guidance,	2. With limited guidance,	2. Generate musical	2. Generate musical ideas
	generate musical ideas	generate musical ideas in	patterns and <b>ideas</b> within	(such as <b>rhythms</b> and
	(such as <b>movements</b> or	multiple <b>tonalities</b> (such as	the <b>context</b> of a given	melodies) within a given
	motives).	major and minor) and	tonality (such as major	tonality and/or meter.
		meters (such as duple and	and <b>minor</b> ) and <b>meter</b>	
		triple).	(such as duple and triple).	

**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

Pre K	Kindergarten	1st	2nd	3rd
MU.2.CR2.PK	MU.2.CR2.K	MU.2.CR2.1	MU.2.CR2.2	MU.2.CR2.3
1. With substantial	1. With guidance,	1. With limited guidance,	1. Demonstrate and	1. Demonstrate selected
guidance, explore favorite	demonstrate and choose	demonstrate and discuss	explain personal reasons	<b>musical ideas</b> for a simple
musical ideas (such as	favorite <b>musical ideas</b> .	personal reasons for	for selecting patterns and	<b>improvisation</b> or
movements,		selecting <b>musical ideas</b>	ideas for music that	composition to express
vocalizations, or		that represent <b>expressive</b>	represent <b>expressive</b>	intent, and describe
instrumental		intent.	intent.	connection to a specific
accompaniments).				purpose and context.
2. With substantial	2. With guidance,	2. With limited guidance,	2. Use iconic or standard	2. Use <b>standard</b> and/or
guidance, select and keep	organize personal <b>musical</b>	use <b>iconic</b> or <b>standard</b>	notation and/or recording	iconic notation and/or
track of the order for	ideas using iconic	<i>notation</i> and/or recording	technology to combine,	recording technology to
performing original	notation and/or recording	technology to document	sequence, and document	document personal
musical ideas, using iconic	technology.	and organize personal	personal musical ideas.	rhythmic and melodic
notation and/or recording		musical ideas.		musical ideas.
technology.				

**Anchor Standard 3:** Creating-Refine and complete artistic work.

**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	Kindergarten	1st	2nd	3rd
MU.3.CR3.PK	MU.3.CR3.K	MU.3.CR3.1	MU.3.CR3.2	MU.3.CR3.3
1. With substantial	1. With <b>guidance</b> , apply	1. With limited guidance,	1. <i>Interpret</i> and apply	1. Evaluate, <b>refine,</b> and
guidance, consider	personal, peer, and	discuss and apply	personal, peer, and	document revisions to
personal, peer, and	teacher feedback in	personal, peer, and	teacher feedback <i>to revise</i>	personal <i>musical ideas,</i>
teacher feedback when	refining personal musical	teacher feedback to <b>refine</b>	personal music .	applying <b>teacher-provided</b>
demonstrating and	ideas.	personal musical ideas.		and <b>collaboratively</b> -
refining personal musical				developed criteria and
ideas.				feedback.

**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	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
2. With substantial	2. With guidance,	2. With limited guidance,	2. Convey <b>expressive</b>	2. <b>Present</b> the final version
guidance, share revised	<b>demonstrate</b> a final	convey <b>expressive intent</b>	intent for a specific	of personal created music
personal musical ideas	version of personal	for a specific <b>purpose</b> by	purpose by presenting a	to others, and describe
with peers.	musical ideas to peers.	<i>presenting</i> a final version	final version of personal	connection to expressive
		of personal musical ideas	musical ideas to peers or	intent.
		to peers <i>or informal</i>	informal audience.	
		audience.		

**Anchor Standard 4:** Performing-Select, analyze, and interpret artistic work for presentation.

**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	Kindergarten	1st	2nd	3rd
MU.4.PR1.PK	MU.4.PR1.K	MU.4.PR1.1	MU.4.PR1.2	MU.4.PR1.3
1. With substantial	1. With guidance,	1. With limited guidance,	1. Demonstrate and	1. <b>Demonstrate</b> and
guidance, demonstrate	demonstrate and state	demonstrate and discuss	explain personal interest	explain how the selection
and state preference for	personal interest in varied	personal interest in,	in, knowledge about, and	of music to <b>perform</b> is
varied musical selections.	musical selections.	knowledge about, and	purpose of varied musical	influenced by personal
		<i>purpose</i> of varied musical	selections.	interest, knowledge,
		selections.		purpose, and context.

**Anchor Standard 4:** Performing-Select, analyze, and interpret artistic work for presentation.

**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	Kindergarten	1st	2nd	3rd
2. With substantial	2. With guidance, explore	2. With limited guidance,	2. Demonstrate	2. Demonstrate
guidance, explore and	and demonstrate	demonstrate knowledge	knowledge of music	understanding of the
demonstrate awareness	awareness of music	of music <b>concepts</b> (such as	concepts (such as tonality	<i>structure</i> in music selected
of musical contrasts.	contrasts (such as	beat and melodic contour)	and <b>meter</b> ) in music from	for <b>performance</b> .
	high/low, loud/soft,	in music from a variety of	a variety of cultures	
	same/different) in a	cultures selected for	selected for <b>performance</b> .	
	variety of music selected	performance.		
	for <b>performance</b> .			
		3. When analyzing selected	3. When analyzing	3. When analyzing selected
		music, read and perform	selected music, read and	music, read and perform
		rhythmic patterns using	perform <b>rhythmic</b> and	<b>rhythmic patterns</b> and
		iconic or standard	<i>melodic patterns</i> using	melodic <b>phrases</b> using
		notation.	iconic or standard	iconic and standard
			notation.	notation.
				4. Describe how <b>context</b>
				(such as <b>persona</b> l and
				social) can inform a
				performance.

**Anchor Standard 4:** Performing-Select, analyze, and interpret artistic work for presentation.

**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	Kindergarten	1st	2nd	3rd
3. With substantial	3. With guidance,	4. <b>Demonstrate</b> and	4. Demonstrate	5. Demonstrate and
guidance, explore music's	demonstrate awareness of	describe music's	understanding of	describe how intent is
expressive qualities (such	expressive qualities (such	expressive qualities (such	expressive qualities (such	conveyed through
as voice quality, dynamics,	as voice quality, dynamics,	as dynamics and tempo).	as dynamics and tempo)	expressive qualities (such
and <b>tempo)</b> .	and <b>tempo</b> ) that support		and how <b>creators</b> use	as <b>dynamics</b> and <b>tempo</b> ).
	the creators' expressive		them to convey <b>expressive</b>	
	intent.		intent.	

**Anchor Standard 5:** Performing-Develop and refine artistic techniques and work for presentation.

**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	Kindergarten	1st	2nd	3rd
MU.5.PR2.PK	MU.5.PR2.K	MU.5.PR2.1	MU.5.PR2.2	MU.5.PR2.3
1. With substantial	1. With guidance, apply	1. With limited guidance,	1. Apply <b>established</b>	1. Apply <b>teacher-provided</b>
guidance, practice and	personal, teacher, and	apply personal, teacher,	<b>criteria</b> to judge the	and <i>collaboratively</i> -
demonstrate what they	peer feedback to <b>refine</b>	and peer feedback to	accuracy, expressiveness,	developed criteria and
like about their own	performances.	refine performances.	and effectiveness of	feedback to evaluate
performances.			performances.	accuracy of <b>ensemble</b>
				performances.
2. With substantial	2. With <b>guidance,</b> use	2. With limited guidance,	2. Rehearse, identify and	2. Rehearse to <i>refine</i>
guidance, apply personal,	suggested strategies in	use suggested strategies in	apply strategies to	technical accuracy,
peer, and teacher	rehearsal to improve the	rehearsal to address	address interpretive,	expressive qualities, and
feedback to <b>refine</b>	expressive qualities of	interpretive challenges of	performance, and	identified performance
performances.	music.	music.	technical challenges of	challenges.
			music.	

**Anchor Standard 6:** Performing-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

**Essential Question:** 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	Kindergarten	1st	2nd	3rd
MU.6.PR3.PK	MU.6.PR3.K	MU.6.PR3.1	MU.6.PR3.2	MU.6.PR3.3
1. With substantial	1. With guidance, perform	1. With limited guidance,	1. <b>Perform</b> music for a	1. <b>Perform</b> music with
guidance, perform music	music with <b>expression</b> .	perform music for a	specific <b>purpose</b> with	expression and technical
with <b>expression</b> .		specific <i>purpose</i> with	expression and technical	accuracy.
		expression.	accuracy.	
	2. <b>Perform</b> appropriately	2. <b>Perform</b> appropriately	2. <b>Perform</b> appropriately	2. Demonstrate
	for the audience.	for the audience and	for the audience and	<b>performance decorum</b> and
		purpose.	purpose.	audience etiquette
				appropriate for the <b>context</b>
				and <b>venue</b> .

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**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	Kindergarten	1st	2nd	3rd
MU.7.RE1.PK	MU.7.RE1.K	MU.7.RE1.1	MU.7.RE1.2	MU.7.RE1.3
1. With substantial	1. With guidance, list	1. With limited guidance,	1. Explain and	1. Demonstrate and
guidance, state personal	personal interests and	identify and <b>demonstrate</b>	demonstrate how	describe how selected
interests and demonstrate	experiences and	how personal interests	personal interests and	music connects to and is
why they prefer some	demonstrate why they	and experiences influence	experiences influence	influenced by specific
music selections over	prefer some music	musical selection for	musical selection for	interests, experiences, or
others.	selections over others.	specific <b>purposes</b> .	specific <b>purposes</b> .	purposes.

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**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 do individuals choose music to experience?

255CHEMI QUESTION HOW GO MAINTAGAS CHOOSE MASIC to Experience.					
Pre K	Kindergarten	1st	2nd	3rd	
2. With substantial	2. With guidance,	2. With limited guidance,	2. Describe how specific	2. <b>Demonstrate</b> and	
guidance, explore musical	<b>demonstrate</b> how a	demonstrate and identify	music <i>concepts</i> are used	describe how a response	
contrasts in music.	specific music <b>concept</b>	how specific music	to support a specific	to music can be informed	
	(such as <b>beat</b> or <b>melodic</b>	concepts (such as beat or	purpose in music.	by the <b>structure</b> , the use of	
	direction) is used in music.	pitch) are used in various		the <b>elements of music</b> ,	
		styles of music for a		and <b>context</b> (such as	
		purpose.		personal and social).	

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

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

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

Pre K	Kindergarten	1st	2nd	3rd
MU.8.RE2.PK	MU.8.RE2.K	MU.8.RE2.1	MU.8.RE2.2	MU.8.RE2.3
1. With substantial	1. With guidance,	1. With limited guidance,	1. Demonstrate	1. <b>Demonstrate</b> and
guidance, explore music's	<b>demonstrate</b> awareness of	demonstrate and identify	knowledge of music	describe how the
expressive qualities (such	expressive qualities (such	expressive qualities (such	concepts and how they	expressive qualities (such
as <b>dynamics</b> and <b>tempo</b> ).	as <b>dynamics</b> and <b>tempo</b> )	as <b>dynamics</b> and <b>tempo</b> )	support	as <b>dynamics</b> and <b>tempo</b> )
	that reflect	that reflect	creators'/performers'	are used in performers'
	creators'/performers'	creators'/performers'	expressive intent.	interpretations to reflect
	expressive intent.	expressive intent.		expressive intent.

**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

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

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

Pre K	Kindergarten	1st	2nd	3rd
MU.9.RE3.PK	MU.9.RE3.K	MU.9.RE3.1	MU.9.RE3.2	MU.9.RE3.3
1. With substantial	1. With guidance, apply	1. With limited guidance,	1. Apply personal and	1. Evaluate <i>musical works</i>
guidance, talk about	personal and expressive	apply personal and	expressive preferences in	and <b>performances</b> ,
personal and expressive	preferences in the	expressive preferences in	the evaluation of music	applying <b>established</b>
preferences in music.	evaluation of music.	the evaluation of music for	for specific <b>purposes</b> .	criteria, and describe
		specific <b>purposes</b> .		appropriateness to the
				context.

Anchor Standard 10: Connecting-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: How do musicians make meaningful connections to creating, performing, and responding?

Pre K MU.10.CO1.PK MU.10.CO1.K MU.10.CO1.1  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With substantial guidance, share revised musical ideas with peers.  Pre K MU.10.CO1.K MU.10.CO1.1  MU.10.CO1.2  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With guidance, guidance, guidance, and musical ideas to peers.  Kindergarten MU.10.CO1.1  MU.10.CO1.2  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  In With guidance, guidance, guidance, guidance, guidance, guidance, and musical ideas to peers.  MU.10.CO1.2  MU.10.CO1.2  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  In With guidance,
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With substantial guidance, share revised musical ideas with peers.  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With guidance, demonstrate a final wersion of personal musical ideas to peers.  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With substantial guidance, demonstrate a final wersion of personal musical ideas to peers.  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With limited guidance, demonstrate and discuss personal reasons for selecting patterns and intent when creating, performing, and responding to music.  1. Demonstrate and intent when creating, performing, and responding to music.  1. Demonstrate and intent when creating, performing, and responding to music.  1. Demonstrate and intent when creating, performing, and responding to music.  1. Demonstrate and intent when creating, performing, and responding to music.  1. Demonstrate and intent when creating, performing, and responding to music.  1. Demonstrate and intent when choices and intent when creating, performing, and responding to music.  1. Demonstrate and intent when creating, performing, and responding to music.  1. Demonstrate and intent when creating, performing, and responding to music.  1. Demonstrate interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With limited guidance, demonstrate and discuss personal reasons for selecting patterns and intent when creating, performing, and responding to music.  1. Demonstrate in the personal reasons
interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1. With substantial guidance, share revised musical ideas with peers.  1. With peers.  2. With guidance, share revised musical ideas to peers.  3. With guidance, share revised musical ideas to peers.  3. With guidance, share revised musical ideas to peers.  4. With guidance, share revised musical ideas to peers.  4. With guidance, share revised musical ideas to peers.  5. With guidance, share revised musical ideas to peers.  6. With guidance, share revised musical ideas to peers.  7. With guidance, share revised musical ideas to peers.  8. With guidance, share revised musical ideas to peers.  8. With guidance, share revised musical ideas to peers.  9. With limited guidance, share revised musical ideas for their music that represent expressive intent, and describe
skills relate to personal choices and intent when creating, performing, and responding to music.  1. With substantial guidance, share revised musical ideas with peers.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to music.  Skills relate to personal choices and intent when creating, performing, and responding to
choices and intent when creating, performing, and responding to music.  1. With substantial guidance, share revised musical ideas with peers.  1. With guidance, share revised musical ideas to peers.  2. Choices and intent when creating, performing, and responding to music.  3. With guidance, demonstrate a final musical ideas to peers.  4. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas to peers.  5. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas to peers.  6. Choices and intent when creating, performing, and responding to music.  7. Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent, and describe
creating, performing, and responding to music.  1. With substantial guidance, share revised musical ideas with peers.  1. With guidance, share revised musical ideas to peers.  2. With guidance, share revised musical ideas to peers.  3. With guidance, share revised musical ideas to peers.  4. With limited guidance, demonstrate and discuss personal reasons for selecting patterns and ideas for their music that represent expressive represent expressive represent expressive represent expressive represent expressive represent expressive responding to music.  4. With limited guidance, responding to music.  5. Demonstrate and responding to music.  6. Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent, and describe
responding to music.  1. With substantial guidance, share revised musical ideas with peers.  1. With guidance, share revised musical ideas to peers.  responding to music.  1. With limited guidance, demonstrate and discuss personal reasons for selecting patterns and musical ideas to peers.  responding to music.  1. Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive  responding to music.  1. Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive
1. With substantial guidance, share revised musical ideas with peers.  1. With guidance, share revised musical ideas to peers.  2. With limited guidance, demonstrate and discuss personal reasons for selecting patterns and selecting musical ideas for their music that represent expressive represent expressive  3. Demonstrate and explain personal reasons for selecting patterns and improvisation or composition to express intent, and describe
guidance, share revised musical ideas with peers.  demonstrate a final version of personal musical ideas to peers.  demonstrate a final personal reasons for selecting patterns and ideas for a simple improvisation or selecting musical ideas to peers.  that represent expressive represent expressive
musical ideas with peers.  version of personal musical ideas to peers.  version of personal musical ideas to peers.  personal reasons for selecting musical ideas that represent expressive  represent expressive  improvisation or composition to express intent, and describe
musical ideas to peers.  selecting musical ideas that represent expressive ideas for their music that represent expressive intent, and describe
that represent expressive represent expressive intent, and describe
intent. intent. connection to a specific
purpose and context.
2. With substantial 2. With <b>guidance</b> , 2. With limited <b>guidance</b> , 2. Convey <b>expressive</b> 2. <b>Present</b> the final version
guidance, demonstrate demonstrate and state convey expressive intent intent for a specific of created music for
and state preference for personal interest in varied for a specific purpose by purpose by presenting a others, and describe
varied musical selections.   musical selections.   presenting a final version   final version of personal   connection to expressive
of personal <b>musical ideas</b>   <b>musical ideas</b> to peers <i>or</i>   <b>intent.</b>
to peers or informal informal audience.
audience.
3. With substantial 3. With guidance, 3. Demonstrate and 3. Demonstrate and 3. Demonstrate
guidance, explore music's demonstrate awareness of describe music's understanding of explain how the selection
expressive qualities (such expressive qualities
as voice quality, dynamics, as voice quality, dynamics, as dynamics and tempo). as dynamics and tempo) influenced by personal

Pre K	Kindergarten	1st	2nd	3rd
MU.10.CO1.PK	MU.10.CO1.K	MU.10.CO1.1	MU.10.CO1.2	MU.10.CO1.3
and <b>tempo)</b> .	and <b>tempo</b> ) that support		and how <b>creators</b> use them	interest, knowledge,
	the <b>creators' expressive</b>		to convey <b>expressive</b>	purpose, and context.
	intent.		intent.	
		4. With limited	4. Explain and	4. <b>Demonstrate</b> and
		guidance, identify and	demonstrate how	describe how intent is
		demonstrate how	personal interests and	conveyed through
		personal interests and	experiences influence	expressive qualities (such
		experiences influence	musical selection for	as dynamics and tempo).
		musical selection for	specific <b>purposes</b> .	
		specific <b>purposes</b> .		
				5. <b>Demonstrate</b> and
				describe how selected
				music connects to and is
				influenced by specific
				interests, experiences, or
				purposes.

Anchor Standard 11: Connecting-Relate artistic ideas and works with societal, cultural, and historical 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?

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Pre K	Kindergarten	1st	2nd	3rd
MU.11.CO2.PK	MU.11.CO2.K	MU.11.CO2.1	MU.11.CO2.2	MU.11.CO2.3
Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate
understanding of	understanding of	understanding of	understanding of	understanding of
relationships between	relationships between	relationships between	relationships between	relationships between
music and the other arts,	music and the other arts,	music and the other arts,	music and the other arts,	music and the other arts,
other disciplines, varied	other disciplines, varied	other disciplines, varied	other disciplines, varied	other disciplines, varied
contexts, and daily life.	contexts, and daily life.	contexts, and daily life.	contexts, and daily life.	contexts, and daily life.
1. With substantial	1. With guidance, explore	1. With limited guidance,	1. Improvise <b>rhythmic and</b>	1. Improvise rhythmic and
guidance, explore and	and demonstrate	create <b>musical ideas</b> (such	<b>melodic</b> patterns and	melodic ideas, and
demonstrate awareness of	awareness of music	as answering a musical	<i>musical ideas</i> for a specific	describe <b>connection</b> to
musical contrasts.	contrasts (such as	question) for a specific	purpose.	specific <b>purpose</b> and
	high/low, loud/soft,	purpose.		context (such as personal
	same/different) in a			and <b>social</b> ).
	variety of music selected			
	for <b>performance</b> .			
2. With substantial	2. With <b>guidance</b> ,	2. With limited guidance,	2. Demonstrate	2. Describe how <b>context</b>
guidance, explore musical	<b>demonstrate</b> how a	demonstrate knowledge of	knowledge of music	(such as <b>persona</b> l and
contrasts in music.	specific music <b>concept</b>	music <b>concepts</b> (such as	concepts (such as tonality	social) can inform a
	(such as <b>beat</b> or <b>melodic</b>	beat and melodic contour)	and meter) in music from	performance.
	direction) is used in music.	in music from a variety of	a variety of <b>cultures</b>	
		cultures selected for	selected for <b>performance</b> .	
		performance.		
3. With substantial	3. With <b>guidance</b> , apply	3. With limited guidance,	3. <b>Perform</b> music for a	3. Demonstrate
guidance, talk about their	personal and expressive	perform music for a	specific <b>purpose</b> with	performance decorum
personal and expressive	preferences in the	specific <i>purpose</i> with	expression and technical	and <b>audience etiquette</b>

Pre K	Kindergarten	1st	2nd	3rd
MU.11.CO2.PK	MU.11.CO2.K	MU.11.CO2.1	MU.11.CO2.2	MU.11.CO2.3
preferences in music.	evaluation of music.	expression.	accuracy.	appropriate for the
				context and venue.
		4. With limited guidance,	4. Describe how specific	4. <b>Demonstrate</b> and
		demonstrate and identify	music <i>concepts</i> are used	describe how a response to
		how specific music	to support a specific	music can be informed by
		concepts (such as beat or	purpose in music.	the <b>structure</b> , the use of
		pitch) is used in various		the <b>elements of music</b> , and
		styles of music for a		context (such as personal
		purpose.		and <b>social</b> ).
		5. With limited guidance,	5. Apply personal and	5. Evaluate <i>musical works</i>
		apply personal and	expressive preferences in	and <b>performances</b> ,
		expressive preferences in	the evaluation of music for	applying <b>established</b>
		the evaluation of music for	specific <b>purposes</b> .	<b>criteria</b> , and describe
		specific <b>purposes</b> .		appropriateness to the
				context.