



GENERAL MUSIC

ARTISTIC PROCESS
CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1—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?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR1a-K	MU:CR1a-1	MU:CR1a-2	MU:CR1a-3	MU:CR1a-4	MU:CR1a-5	MU:CR1a-6	MU:CR1a-7	MU:CR1a-8
a. With guidance, explore and experience musical concepts (e.g. beat and melodic contour).	a. With some guidance, create musical ideas (e.g. question and answer) for specific purpose.	a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	a. Improvise rhythmic and melodic ideas, and describe connections to specific purpose and context (personal and social/cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (personal and social/cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (personal, social/cultural and historical).	a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (e.g. introductions, codas) that convey expressive intent.
MU:CR1b-K	MU:CR1b-1	MU:CR1b-2	MU:CR1b-3	MU:CR1b-4	MU:CR1b-5			
b. With guidance, generate musical ideas (e.g. movement).	b. With some guidance, generate musical ideas in multiple tonalities (major and minor) and meters (duple and triple).	b. Generate musical patterns and ideas within a given tonality (major and minor) and meter (duple and triple).	b. Generate musical ideas (rhythms and melodies) within a given tonality and/or meter.	b. Generate musical ideas (rhythms, melodies, and simple accompaniment patterns) within related tonalities (major and minor) and meters.	b. Generate musical ideas (rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.			

Anchor Standard #2—Organize and develop artistic ideas and work

Enduring Understanding: Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

Essential Question: How do musicians make creative decisions?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR2a-K	MU:CR2a-1	MU:CR2a-2	MU:CR2a-3	MU:CR2a-4	MU:CR2a-5	MU:CR2a-6	MU:CR2a-7	MU:CR2a-8
a. With guidance, demonstrate and choose favorite musical ideas.	a. With some guidance, demonstrate and discuss personal reasons for selecting musical ideas representing expressive intent.	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music representing expressive intent.	a. Demonstrate selected musical ideas for simple improvisation or composition to express intent, and describe connection to specific purpose/context.	a. Demonstrate selected and organized musical ideas for improvisation, arrangement, or composition to express intent and explain connection to purpose/context.	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent and explain connection to purpose/context.	a. Select, organize, develop, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending.	a. 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.	a. Select, organize, develop, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension/release, unity/variety, and balance.
MU:CR2b-K	MU:CR2b-1	MU:CR2b-2	MU:CR2b-3	MU:CR2b-4	MU:CR2b-5	MU:CR2b-6	MU:CR2b-7	MU:CR2b-8
b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b. With some guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	b. Use standard or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	b. Use standard or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	b. Use standard or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	b. Use standard or iconic notation and/or audio/video recording technology to document personal, simple, rhythmic, and melodic phrases, and two-chord harmonic musical ideas.	b. Use standard or iconic notation and/or audio/video recording technology to document personal, simple, rhythmic, and melodic phrases, and harmonic sequences.	b. Use standard or iconic notation and/or audio/video recording technology to document rhythmic and melodic phrases, and harmonic sequences.

Anchor Standard #3—Refine and complete artistic work

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

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

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR3a-K	MU:CR3a-1	MU:CR3a-2	MU:CR3a-3	MU:CR3a-4	MU:CR3a-5	MU:CR3a-6	MU:CR3a-7	MU:CR3a-8
a. With guidance, apply personal, peer, and teacher feedback to refine personal musical ideas.	a. With some guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	a. Interpret and apply personal, peer, and teacher feedback to revise personal music.	a. Evaluate, refine, and document revisions to personal music applying collaboratively-developed and teacher criteria/feedback.	a. Evaluate, refine, and document revisions to personal music, applying collaboratively-developed and teacher criteria/feedback, to show improvement over time.	a. Evaluate, refine, and document revisions to personal music, applying collaboratively-developed and teacher criteria/feedback, and explain rationale for changes.	a. Evaluate work, applying criteria such as application of selected elements of music and use of sound sources.	a. Evaluate work, applying criteria such as application of elements of music (style, form) and use of sound sources.	a. Evaluate work, applying criteria such as application of elements of music (style, form), compositional techniques, and use of sound sources.

Anchor Standard #3—Refine and complete artistic work

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?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:CR3a-K	MU:CR3a-1	MU:CR3a-2	MU:CR3a-3	MU:CR3a-4	MU:CR3a-5	MU:CR3a-6	MU:CR3a-7	MU:CR3a-8
a. With guidance, demonstrate a final version of personal or collective musical ideas to peers.	a. With some guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a. Present the final version of personal created music to others, and describe connection to expressive intent.	a. Present the final version of personal created music to others, and explain connection to expressive intent.	a. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	a. Present the final version of documented personal composition or arrangement, conveying expressive intent, and using craftsmanship and originality to demonstrate an effective beginning, middle, and ending.	b. Present the final version of personal composition, song or arrangement, conveying expressive intent, and using craftsmanship and originality to demonstrate an effective beginning, middle, and ending.	a. Present the final version of documented composition, song or arrangement, conveying expressive intent, and using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity, variety, tension/release, and balance.



GENERAL MUSIC

ARTISTIC PROCESS
PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4.1 - Select, analyze, and interpret artistic work for performance

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

Essential Question: How do performers select repertoire?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR4a-K	MU:PR4a-1	MU:PR4a-2	MU:PR4a-3	MU:PR4a-4	MU:PR4a-5	MU:PR4a-6	MU:PR4a-7	MU:PR4a-8
a. With guidance, demonstrate and state personal interest and cultural background in varied musical selections.	a. With some guidance, demonstrate and discuss personal interest in, cultural background, knowledge about, and purpose of varied musical selections.	a. Demonstrate and explain personal interest in, cultural background, knowledge about, and purpose of varied musical selections.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, cultural background, knowledge, and context.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, cultural background, knowledge, context, and technical skill.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, cultural background, knowledge, context, as well as their personal and others' and technical skill.	a. Apply teacher-provided criteria for selecting music to perform for a specific purpose/context, and explain why each was chosen.	a. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose/context, and explain expressive qualities, technical challenges, and reasons for choices.	a. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose/context, and explain expressive qualities, technical challenges, and reasons for choices.

Anchor Standard #4.2 - Analyze the structure and context of varied musical works and their implication 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?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR4a-K	MU:PR4a-1	MU:PR4a-2	MU:PR4a-3	MU:PR4a-4	MU:PR4a-5	MU:PR4a-6	MU:PR4a-7	MU:PR4a-8
a. With guidance, explore and demonstrate musical contrasts of music selected for performance (e.g. high/low, loud/soft, same/different, and fast/slow).	a. With some guidance, demonstrate knowledge of music concepts (beat, melodic contour) in music from a variety of cultures, selected for performance.	a. Demonstrate knowledge of music concepts (tonality, meter) in music from a variety of cultures, selected for performance.	a. Demonstrate understanding of the structure in music selected for performance.	a. Demonstrate understanding of the structure and elements of music (rhythm, pitch, form) in music selected for performance.	a. Demonstrate understanding of the structure and elements of music (rhythm, pitch, form, harmony) in music selected for performance.	a. Explain how understanding the structure and elements of music used in music selected for performance.	a. Explain and demonstrate the structure of contrasting pieces of music selected for performance, and how elements of music are used.	a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used.
	b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation.	b. When analyzing selected music, read and perform using iconic and/or standard notation.	b. When analyzing selected music, read and perform using standard notation.	b. When analyzing selected music, read and identify standard symbols for rhythm, pitch, articulation, and dynamics.	b. When analyzing selected music, read and identify standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	b. When analyzing selected music, sight-read in treble or bass clef, simple rhythmic, melodic, and/or harmonic notation.
			c. Describe how context (personal and social) can inform a performance.	c. Explain how context (social and cultural) informs a performance.	c. Explain how context (social, cultural, and historical) informs performances.	c. Identify how cultural and historical contexts inform performances.	c. Identify how cultural and historical contexts inform performances and results in different music interpretations.	c. Identify how cultural and historical contexts inform performances and results in different music effects.

Anchor Standard #4.3 - 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?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR4a-K	MU:PR4a-1	MU:PR4a-2	MU:PR4a-3	MU:PR4a-4	MU:PR4a-5	MU:PR4a-6	MU:PR4a-7	MU:PR4a-8
c. With guidance, demonstrate awareness of expressive qualities (voice quality, dynamics, tempo) that support the creators' expressive intent.	c. Demonstrate and describe music's expressive qualities (dynamics, tempo).	c. Demonstrate understanding of expressive qualities (dynamics, tempo) and how creators use them to convey expressive intent.	c. Demonstrate and describe how intent is conveyed through expressive qualities (dynamics, tempo).	c. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, and timbre).	c. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, timbre, articulation/style).	c. Perform a piece of music demonstrating how their interpretations of the elements of music and expressive qualities (dynamics, tempo, timbre, articulation/style, phrasing) convey intent.	c. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (dynamics, tempo, timbre, articulation/style, phrasing) convey intent.	c. Perform contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard #5 - Develop and refine artistic 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?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR5a-K	MU:PR5a-1	MU:PR5a-2	MU:PR5a-3	MU:PR5a-4	MU:PR5a-5	MU:PR5a-6	MU:PR5a-7	MU:PR5a-8
a. With guidance, apply personal, teacher, and peer feedback to refine performances.	a. With some guidance, apply personal, teacher, and peer feedback to refine performances.	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	a. Apply established criteria and teacher/peer feedback to evaluate accuracy of ensemble performances.	a. Apply established criteria and teacher/peer feedback to evaluate accuracy of ensemble and personal performances.	a. Apply established criteria and teacher/peer feedback to evaluate accuracy of ensemble and personal performances.	a. Identify and apply teacher-provided criteria (correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	a. Identify and apply collaboratively-developed criteria (demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when music is ready to perform.	a. Identify and apply personally-developed criteria (demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.

Anchor Standard #6 - Convey meaning through the presentation of artistic work

Enduring Understanding: Musicians judge performances based on criteria that vary across time, place and cultures. The context and how a work is presented, influence the audience response.

Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:PR6a-K	MU:PR6a-1	MU:PR6a-2	MU:PR6a-3	MU:PR6a-4	MU:PR6a-5	MU:PR6a-6	MU:PR6a-7	MU:PR6a-8
a. With guidance, perform music with expression.	a. With some guidance, perform music for a specific purpose with expression.	a. Perform music for a specific purpose with expression and technical accuracy.	a. Perform music with expression and technical accuracy.	a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	a. Perform music with technical accuracy to convey the creator's intent.	a. Perform music with technical accuracy and stylistic expression to convey the creator's intent.	a. Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
MU:PR6b-K	MU:PR6b-1	MU:PR6b-2	MU:PR6b-3	MU:PR6b-4	MU:PR6b-5	MU:PR6b-6	MU:PR6b-7	MU:PR6b-8
b. Perform appropriately for the audience and occasion.	b. Perform appropriately for the audience and occasion.	b. Perform appropriately for the audience and purpose.	b. Demonstrate performance and audience etiquette appropriate for context and venue.	b. Demonstrate performance and audience etiquette appropriate for context, venue, and genre.	b. Demonstrate performance and audience etiquette appropriate for context, venue, genre, and style.	b. Demonstrate performance decorum (stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	b. Demonstrate performance decorum (stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	b. Demonstrate performance decorum (stage presence, attire, and behavior) and audience etiquette appropriate for context, venue, genre, and style.



GENERAL MUSIC

ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Recognize and analyze artistic works, including those from diverse cultural traditions

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?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:RE7a-K	MU:RE7a-1	MU:RE7a-2	MU:RE7a-3	MU:RE7a-4	MU:RE7a-5	MU:RE7a-6	MU:RE7a-7	MU:RE7a-8
a. With guidance, students list personal interests and experiences and demonstrate why they prefer some music selections over others.	a. With some guidance, demonstrate how personal interests and experiences influence musical selection for specific purposes.	a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	a. Explain how selected music connects to and is influenced by specific interests, experiences or purposes.	a. Explain how selected music connects to and is influenced by specific interests, experiences or purposes.	a. Explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes or contexts.	a. Select music to listen to and explain the connections to specific interests or experiences for a specific purpose.	a. Select contrasting music, and compare connections to specific interests or experiences, for a specific purpose.	a. Select programs of music (CD mix or live performances) and demonstrate connections to an interest or experience for a specific purpose.
MU:RE7b-K	MU:RE7b-1	MU:RE7b-2	MU:RE7b-3	MU:RE7b-4	MU:RE7b-5	MU:RE7b-6	MU:RE7b-7	MU:RE7b-8
b. With guidance, demonstrate how a specific music concept (beat, melodic direction) is used in music.	b. With some guidance, demonstrate music concepts (beat, pitch) in various styles of music for a specific purpose.	b. Describe how specific music concepts (meter, tonality) are used in various styles of music for a specific purpose.	b. Demonstrate and explain how a response to music can be informed by structure, the use of the elements of music and context (personal, cultural, social).	b. Demonstrate and explain how responses to music are informed by the structure, use of the elements of music, context (personal, cultural, social).	b. Demonstrate and explain, citing evidence, how musical responses to music are informed by the structure, the use of elements of music, and context (personal, cultural, social).	b. Describe how the elements of music, expressive qualities and context (personal, cultural, social), relate to the structure of musical pieces.	b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (personal, cultural, social).	b. Compare how the elements of music and expressive qualities relate to the structure within programs of music (personal, cultural, social).
						Identify the context of music from a variety of genres, cultures, and historical periods.	Identify and compare the context of music from a variety of genres, cultures, and historical periods.	Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question: How do we detect musical creators' and performers' expressive intent?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:RE8a-K	MU:RE8a-1	MU:RE8a-2	MU:RE8a-3	MU:RE8a-4	MU:RE8a-5	MU:RE8a-6	MU:RE8a-7	MU:RE8a-8
a. With guidance, identify expressive qualities (dynamics, tempo) that reflect creators'/performers' expressive intent (mood, emotion).	a. With some guidance, identify expressive qualities (dynamics, tempo) that reflect creators'/performers' expressive intent.	a. Demonstrate knowledge of expressive qualities and how they support creators'/performers' expressive intent (tempo, dynamics, mood, emotion).	a. Demonstrate knowledge of expressive qualities (dynamics, tempo) and how they support creators'/performers' expressive intent.	a. Demonstrate and explain expressive qualities (dynamics, tempo, timbre) and how they support creators'/performers' expressive intent.	a. Demonstrate and explain expressive qualities (dynamics, tempo, timbre, articulation) and how they support creators'/performers' expressive intent.	a. Interpret how creators and performers apply the elements of music and expressive qualities, within genres and cultural and historical periods, to convey expressive intent.	a. Interpret contrasting musical works and explain how creators and performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.	a. Interpret contrasting programs of music and explain how creators and performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question: How do we evaluate the quality of musical works and performances?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
MU:RE9a-K	MU:RE9a-1	MU:RE9a-2	MU:RE9a-3	MU:RE9a-4	MU:RE9a-5	MU:RE9a-6	MU:RE9a-7	MU:RE9a-8
a. With guidance, apply personal and expressive preferences in the evaluation of music.	a. With some guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	a. Apply personal and expressive preferences in the evaluation of music for specific purposes.	a. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	a. Apply teacher-provided criteria to evaluate musical works or performances.	a. Select from teacher-provided criteria to evaluate musical works or performances.	a. Apply personally and/or collaboratively-developed criteria to evaluate musical works or performances.



GENERAL MUSIC

ARTISTIC PROCESS
CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10 - Relate, synthesize, and express knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect interests, experiences, ideas, and knowledge to create, perform, and respond.

Essential Question: How do musicians make meaningful connections in order to create, perform and respond?

Kindergarten- 2			3rd - 5th			6th- 8th		
MU:CO10a-K	MU:CO10a-1	MU:CO10a-2	MU:CO10a-3	MU:CO10a-4	MU:CO10a-5	MU:CO10a-6	MU:CO10a-7	MU:CO10a-8
CU: E.1-8: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.								
a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, responding to music.
CU: B. 1-4: Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.								
MU:CO10b-K	MU:CO10b-1	MU:CO10b-2	MU:CO10b-3	MU:CO10b-4	MU:CO10b-5	MU:CO10b-6	MU:CO10b-7	MU:CO10b-8
b. With guidance, demonstrate a final version of personal musical ideas to peers.	b. With some guidance, demonstrate, discuss personal reasons for selecting musical ideas that represent expressive intent.	b. Demonstrate, discuss reasons for selecting patterns and ideas to represent expressive intent.	b. Demonstrate selected musical ideas for a simple improvisation or composition to express intent; describe connection to a specific purpose and context.	b. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent; explain connection to purpose and context.	b. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent; and explain connection to purpose and context.	b. Select, organize, construct, and document musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	b. Select, organize, develop, and document musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety, and convey expressive intent.	b. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension, release, unity, variety, and balance, and convey expressive intent.
MU:CO10c-K	MU:CO10c-1	MU:CO10c-2	MU:CO10c-3	MU:CO10c-4	MU:CO10c-5	MU:CO10c-6	MU:CO10c-7	MU:CO10c-8
c. With guidance, demonstrate and state interest in varied musical selections.	c. With some guidance, convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	c. Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	c. Present the final version of created music for others, and describe connection to expressive intent.	c. Present the final version of created music for others, and explain connection to expressive intent.	c. Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.	c. Present the final version of a personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle and ending, and convey expressive intent.	c. Present the final version of a personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	c. Present the final version of a personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating tension, release, unity, variety, and balance, and convey expressive intent.
CU: A.1-7: Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.								
MU:CO10d-K	MU:CO10d-1	MU:CO10d-2	MU:CO10d-3	MU:CO10d-4	MU:CO10d-5	MU:CO10d-6	MU:CO10d-7	MU:CO10d-8
d. With guidance, demonstrate awareness of expressive qualities (voice quality, dynamics, tempo) that support the creators' expressive intent.	d. Demonstrate and describe music's expressive qualities (dynamics, tempo).	d. Demonstrate understanding of expressive qualities (dynamics, tempo) and how creators use them to convey expressive intent.	d. Demonstrate and explain how the selection of music to perform is influenced by interest, knowledge, purpose, and context.	d. Demonstrate and explain how the selection of music to perform is influenced by interest, knowledge, context, and technical skill.	d. Demonstrate and explain how the selection of music to perform is influenced by interest, knowledge, context, and technical skill.	d. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	d. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and identify expressive qualities, technical challenges, and reasons for choices.	d. 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.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding and relevancy

Enduring Understanding: Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question: How do the arts, other disciplines, contexts, and daily life influence creating, performing, and responding to music?

Kindergarten - 2nd			3rd - 5th			6th - 8th		
CU: C. 1-4: Culturally-knowledgeable students are able to actively participate in various environments.								
MU:CO11a-K	MU:CO11a-1	MU:CO11a-2	MU:CO11a-3	MU:CO11a-4	MU:CO11a-5	MU:CO11a-6	MU:CO11a-7	MU:CO11a-8
a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:CO11b-K	MU:CO11b-1	MU:CO11b-2	MU:CO11b-3	MU:CO11b-4	MU:CO11b-5	MU:CO11b-6	MU:CO11b-7	MU:CO11b-8
b. With guidance, explore and demonstrate awareness of music contrasts (high/low, loud/soft, same/different) in a variety of music selected for performance.	b. With some guidance, create musical ideas (answering a musical question) for a specific purpose.	b. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	b. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (personal, social).	b. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (social, cultural).	b. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (social, cultural, historical).	b. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	b. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	b. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within expanded forms (introductions, transitions, codas) that convey expressive intent.
MU:CO11c-K	MU:CO11c-1	MU:CO11c-2	MU:CO11c-3	MU:CO11c-4	MU:CO11c-5	MU:CO11c-6	MU:CO11c-7	MU:CO11c-8
c. With guidance, demonstrate how a specific music concept (beat, melodic direction) is used in music.	c. With some guidance, demonstrate knowledge of music concepts (beat, melodic contour) in music from a variety of cultures.	c. Demonstrate knowledge of music concepts (tonality, meter) in music from a variety of cultures.	c. Demonstrate how context (personal, social) can inform a performance.	c. Explain how context (social, cultural) informs a performance.	c. Explain how context (social, cultural, historical) informs performances.	c. Identify how cultural and historical context inform performances.	c. Identify how cultural and historical context inform performance and results in different music interpretations.	c. Identify how cultural and historical context inform performance and results in different music effects.
CU: D. 1-6: Culturally-knowledgeable students are able to actively participate in various cultural environments. (Aligns with MU 11d, 11e & 11f)								
MU:CO11d-K	MU:CO11d-1	MU:CO11d-2	MU:CO11d-3	MU:CO11d-4	MU:CO11d-5	MU:CO11d-6	MU:CO11d-7	MU:CO11d-8
d. With guidance, apply personal and expressive preferences in the evaluation of music.	d. With some guidance, perform music for a specific purpose with expression.	d. Perform music for a specific purpose with specific purpose and technical accuracy.	d. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	d. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	d. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	d. Demonstrate performance decorum (stage presence, attire, behavior) and audience etiquette appropriate for venue and purpose.	d. Demonstrate performance decorum (stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, and context.	d. Demonstrate performance decorum (stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
	MU:CO11e-1	MU:CO11e-2	MU:CO11e-3	MU:CO11e-4	MU:CO11e-5	MU:CO11e-6	MU:CO11e-7	MU:CO11e-8
	e. With some guidance, demonstrate and identify how music concepts (beat, pitch) are used in various styles of music for a purpose.	e. Describe how music concepts are used to support a specific purpose in music.	e. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (personal, social).	e. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (social, cultural).	e. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (social, cultural, historical).	e. Identify the context of music from a variety of genres, cultures, and historical periods.	e. Identify and compare the context of music from a variety of genres, cultures, and historical periods.	e. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
	MU:CO11f-1	MU:CO11f-2	MU:CO11f-3	MU:CO11f-4	MU:CO11f-5	MU:CO11f-6	MU:CO11f-7	MU:CO11f-8
	f. With some guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	f. Apply personal and expressive preferences in the evaluation of music for specific purposes.	f. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	f. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	f. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	f. Apply teacher-provided criteria to evaluate musical works or performances.	f. Select from teacher-provided criteria to evaluate musical works or performances.	f. Apply personally-developed criteria to evaluate musical works or performances.