Music Standards
PK – 3

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

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

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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 MU.3.CR3.PK	Kindergarten MU.3.CR3.K	1st MU.3.CR3.1	2nd MU.3.CR3.2	3rd MU.3.CR3.3
1. With substantial **guidance**, consider personal, peer, and teacher feedback when **demonstrating** and **refining** personal **musical ideas**.	1. With **guidance**, *apply* personal, peer, and teacher feedback in **refining** personal **musical ideas**.	1. With limited **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.	1. *Interpret* and apply personal, peer, and teacher feedback *to revise personal music .*	1. *Evaluate, refine, and document* revisions to personal **musical ideas,** applying **teacher-provided** and **collaboratively-developed criteria** and 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	1st	2nd	3rd
2. With substantial **guidance**, **share** revised personal **musical ideas** with peers.	2. With **guidance**, *demonstrate a final version* of personal **musical ideas** to peers.	2. With limited **guidance**, convey **expressive intent** for a specific **purpose** by *presenting* a final version of personal **musical ideas** to peers *or informal audience.*	2. Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*	2. **Present** the final version of personal created music to others, *and describe* **connection** to *expressive intent.*

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

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

Music Standards
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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 **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo)**.	3. With **guidance**, *demonstrate* awareness of **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	4. **Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**).	4. **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how **creators** use them to convey **expressive intent**.*	5. **Demonstrate** *and describe* how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).

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

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

Music Standards
PK – 3

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

Pre K	Kindergarten	1st	2nd	3rd
2. With substantial **guidance**, **explore** musical contrasts in music.	2. With **guidance**, *demonstrate how a specific music* **concept** (*such as* **beat** *or* **melodic direction**) *is used in music.*	2. With limited **guidance**, **demonstrate** *and identify* how specific music **concepts** (such as **beat** *or* pitch) are *used in various styles of music for a* **purpose**.	2. *Describe* how specific music **concepts** are used *to support a specific* **purpose** *in music.*	2. **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**).

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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 MU.8.RE2.PK	Kindergarten MU.8.RE2.K	1st MU.8.RE2.1	2nd MU.8.RE2.2	3rd MU.8.RE2.3
1. With substantial **guidance**, **explore** music's **expressive qualities** (such as **dynamics** and **tempo**).	1. With **guidance**, *demonstrate awareness* of **expressive qualities** (such as **dynamics** and **tempo**) that reflect creators'/performers' **expressive intent**.	1. With *limited* **guidance,** *demonstrate and identify* **expressive qualities** *(such as* **dynamics** *and* **tempo***) that reflect* creators'/performers' **expressive intent.**	1. **Demonstrate** *knowledge* of music **concepts** and *how they support* creators'/performers' **expressive intent.**	1. **D***emonstrate and describe how the* **expressive qualities** *(such as* **dynamics** *and* **tempo***) are used in performers'* **interpretations** *to reflect* **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 MU.9.RE3.PK	Kindergarten MU.9.RE3.K	1st MU.9.RE3.1	2nd MU.9.RE3.2	3rd MU.9.RE3.3
1. With substantial **guidance**, talk about personal and expressive preferences in music.	1. With **guidance**, *apply personal and expressive preferences in the evaluation of music.*	1. With limited **guidance,** apply personal and expressive preferences in the evaluation of music for specific **purposes**.	1. *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.	1. Evaluate ***musical works*** *and* ***performances***, *applying* ***established criteria***, *and describe appropriateness to the* ***context***.

Music Standards
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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	Kindergarten MU.10.CO1.K	1st MU.10.CO1.1	2nd MU.10.CO1.2	3rd MU.10.CO1.3
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**.**	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	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.	1. With **guidance**, *demonstrate a final version* of personal **musical ideas** to peers.	1. *With limited* **guidance***, demonstrate and discuss personal reasons for selecting* **musical ideas** *that represent* **expressive intent.**	1. **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for their music* that represent **expressive intent**.	1. **Demonstrate** *selected* **musical ideas** *for a simple* **improvisation** *or* **composition** *to express* **intent,** *and describe* **connection** *to a specific* **purpose** *and* **context**.
2. With substantial **guidance**, **demonstrate** and state preference for varied musical selections.	2. With **guidance**, **demonstrate** *and state personal interest* in varied musical selections.	2. With limited **guidance**, convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*	2. Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*	2. **Present** the final version of created music for others, *and describe* **connection** to *expressive intent.*
3. With substantial **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**,	3. With **guidance**, *demonstrate* awareness of **expressive qualities** (such as voice quality, **dynamics**,	3. **Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**).	3. **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**)	3. **Demonstrate** and explain *how the selection of music to* **perform** *is influenced by personal*

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

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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?

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

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