North Dakota Music Content Standards

Grades K-12

March 2019

North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent
600 E Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
www.nd.gov/dpi

Arts Content Standards Writing Team

Christine Ballenger
Victor Solheim Elementary School, Bismarck

Autumn Bennett
Cavalier Public School, Cavalier

Marlene Biondo
Roosevelt Elementary School, Dickinson

Cameron Brown
Beulah Public School, Beulah

Colleen (Kelly) Callahan
Valley City High School, Valley City

Lisa Dullum
Freedom Elementary School, West Fargo

Heidi Eckart
Hillsboro High School, Hillsboro

Rebecca Engelman
North Dakota Council on the Arts, Bismarck

Rhonda Helde
Hazen Public School, Hazen

John LeTellier, Jr.
Valley City State University, Valley City

Aaron Michels
Des Lacs-Burlington High School, Des Lacs

Denese Odegaard
Fargo Public Schools, Fargo

Dean Opp
Red River High School, Grand Forks

Mari Rasmussen
Dickinson State University, Bismarck

Brad Sherwood
Grand Forks Public School, Grand Forks

Jolene Wahl
Central Middle School, Devils Lake

Arts Content Standards Review Committee

Bethany Andrist
Bismarck

Amber Augustadt
ND United, Bismarck

Amber Bernhardt
Mandan

David Borlaug
The Capital Gallery, Washburn

Katherine Hardy
Northern Plains Dance, Bismarck

Project Support Staff

Ann Ellefson
Academic Support
ND Department of Public Instruction
600 East Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
701-328-2488 (phone) 701-328-4770 (fax)
aellefson@nd.gov

Kathleen Dempsey
Facilitator
North Central Comprehensive Center at McREL International
4601 DTC Boulevard, Suite 500
Denver, CO 80237
303-632-5634
kdempsey@mcrel.org

Superintendent's Foreword

Our North Dakota public schools endeavor to provide a well-rounded education for our students. This task goes well beyond offering traditional instruction in reading, writing, and mathematics. Our young people also should recognize the beauty, transcendence, and creative value of the arts – music, dance, media, theatre, and the visual arts.

These newly developed arts standards, drafted with pride and affection by teams of North Dakota educators, will broaden the learning horizons for our students. The arts are an indispensable element for demonstrating our common humanity. They give our students new and unique ways for expressing themselves, for learning and understanding other subjects, and for developing more imaginative and innovative ways of thinking. These standards will aid our North Dakota students as they become more fully formed members of our state, nation, and world.

The North Dakota Constitution recognizes the importance of public education in nurturing prosperity, happiness, and a "high degree of intelligence, patriotism, integrity and morality." Statewide academic content standards help us to reach these noble objectives. These new standards in the arts give us the tools to provide equitable educational opportunity statewide.

While these North Dakota standards represent a statewide reference point for teaching the arts in classrooms, local school districts are encouraged to use them as a guide for developing their own local, customized curriculum.

The work on these new standards began in January 2018 and continued throughout the year. The writing committee's drafts were made available for public comment, which generated useful opinions from teachers, administrators, parents and the community.

A panel of business people, community leaders, and representatives of the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talents to review the draft standards and provide their recommendations to the writing committee.

No one is better qualified to prepare arts standards for our schools than our own educators. This document is an exemplar of the best in North Dakota education – North Dakota teachers writing statewide standards in an open, transparent and diligent manner.

Each member of the arts writing teams deserve our thanks for their extensive research, analysis and deliberation. Thanks to their work, these standards are ready to be used in our classrooms across the state.

Kirsten Baesler
Superintendent of Public Instruction
March 2019

Document Revision Log

Date	Description	Page
4/17/19	Updated link for National Arts Standards	7
4/17/19	Moved Process Component graphic closer to vertical column of Plan and Make	41
4/25/19	Corrected numbering system to include E (Ensemble) for connecting standards at secondary level	49, 51, 53, and 55
12/18/19	Corrected the title to say Responding to match anchor standards on page 10	48

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North Dakota Arts Content Standards Introduction

The North Dakota Arts Content Standards (2019) articulate what students are expected to know and apply when creating, presenting, responding, and connecting to the arts. Framed within four Artistic Processes (Create, Perform/Produce/Present, Respond, and Connect), the arts standards consist of a set of eleven anchor standards common to all five arts disciplines. The standards build from kindergarten through high school with increasing depth and complexity. These standards were written by a diverse team of North Dakota elementary, secondary, and post-secondary educators, under the guidance of the State Superintendent with technical assistance from North Central Comprehensive Center at McREL International. The writing process was informed by reviewing previous North Dakota standards along with other state/national standards, resources, and multiple public reviews.

Implementation of these standards will guide the development of artistic literacy needed to fully engage in the arts. This involves an understanding of the artistic processes that goes deeper as knowledge and experience increases.

Music Introduction

The 2019 North Dakota Music Standards closely follow the format of the 2014 National Music Standards.

The knowledge and skills emphasized in the previous North Dakota Music Content Standards (2000) are integrated into the 2019 Music Standards. Additionally, the 2019 Music Standards focus on progressively sequenced artistic processes which incorporate 21st Century Skills and higher-level thinking.

Unique to the music standards is the organizational structure which includes two distinct sets of standards:

- Elementary Music (Grades K-6)
- Secondary Music (includes middle and high school)

The standards include anchor standards that express overall expectations across grade level with performance standards articulated by grade level. The anchor standards are clustered around the processes of:

- **Creating**: Creating and developing new artistic ideas and work.
- **Performing**: Realizing artistic ideas and work through interpretation and presentation. Performing (Dance, Music and Theatre)/Producing (Media Arts)/Presenting (Visual Arts)
- **Responding**: Understanding and evaluating how the arts convey meaning.
- **Connecting**: Relating artistic ideas and work with personal meaning and external context.

Notes Regarding Secondary Music Standards

Secondary music courses often do not align to specific grade levels, necessitating a leveling process focused on abilities and experience rather than age or grade level range. These standards should be used for both ensemble and non-ensemble courses.

The Secondary Music Content Standards indicate appropriate proficiencies for three levels of ability and experience:

- Beginning Standards
- Intermediate Standards
- Accomplished Standards

Resources

Opportunity-to-Learn Standards
For instructors to teach the standards to grade level, the National Association for Music Education (NAfME) Music Program Leaders have created checklists for General Music, General K-12, and Specialized Areas Including Ensembles. These checklists provide an advocacy tool for evaluating your music program including: curriculum, scheduling, staffing, professional development, evaluation, materials and equipment, facilities, and technology.

Model Cornerstone Assessments
The Model Cornerstone Assessments (MCAs) provide an instructional and assessment framework into which teachers integrate their curriculum to help measure student learning.

National 2014 Music Standards
www.nafme.org/standards
National Arts Standards

Other Formatting

Introduction of New Material: *Italicized* words indicate what is different from the previous grade/level.

Key Components of this Document

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. These processes define and organize the link between the art and the learner. The arts processes are Create, Perform/Produce/Present, Respond, and Connect.

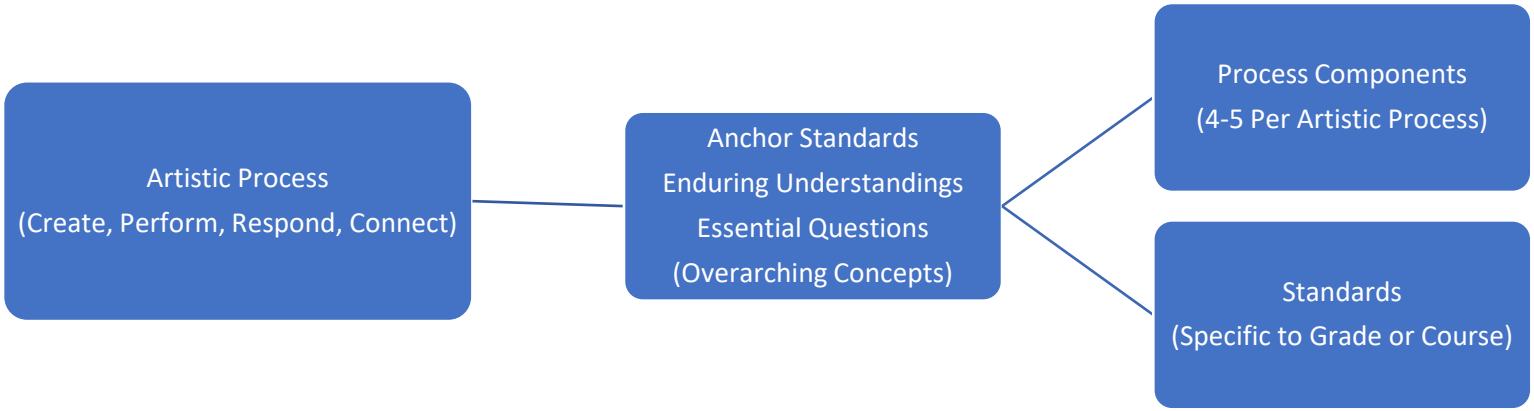
Anchor Standards describe the general knowledge and skills teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

Enduring Understandings are statements summarizing important ideas and processes central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand because of studying a certain content area. Enduring understandings should also enable students to make connections to other disciplines beyond the arts.

Essential Questions guide students as they uncover enduring understandings. They are questions that encourage, hint at, and even demand transfer beyond the topic in which students first encounter them. Therefore, essential questions should recur over the years to promote conceptual connections and curriculum coherence.

Process Components are actions artists carryout as they complete each artistic process. These play a key role in generating enduring understandings and grade/course standards.

Standards are discipline-specific (dance, media arts, music, visual arts, theatre), grade-by-grade or course-by-course articulations of student achievement.



Elementary Music – Creating

Artistic Process

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?*

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standard
Imagine	**MU:Cr1.1.K** a. With **guidance**, **explore** and experience music **concepts** (such as **beat** and **melodic contour**).	**MU:Cr1.1.1** a. With *limited* **guidance**, *create* ***musical ideas*** (*such as answering a musical question) for a specific* ***purpose***.	**MU:Cr1.1.2** a. *Improvise* ***rhythmic and melodic patterns*** *and* **musical ideas** for a specific **purpose**.	**MU:Cr1.1.3** a. Improvise rhythmic and melodic ideas *and describe* ***connection*** *to* specific **purpose** *and*	**MU:Cr1.1.4** a. Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** **ontext** s **social** ***tural***).	**MU:Cr1.1.5** a. Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and ***historical***).	**MU:Cr1.1.6** a. Improvise rhythmic, melodic, and harmonic ***phrases*** within ***AB*** and ***ABA forms*** that convey ***expressive intent***.

Elementary Grade Level Standards

Process Component

Numbering System

Interpreting the Standard Numbering System

Example: MU:Cr1.1.Ka

MU = Music

Cr = Creating Artistic Process

1 = Anchor Standard

1 = 1st Enduring Understanding

K = Grade Level

a = Standard

North Dakota Music Artistic Processes and Anchor Standards			
Artistic Processes			
Creating **Definition:** Creating and developing new artistic ideas and work.	**Performing/Presenting/Producing** **Definitions:** **Performing:** Realizing artistic ideas and work through interpretation and presentation. **Presenting:** Interpreting and sharing artistic work. **Producing:** Realizing and presenting artistic ideas and work.	**Responding** **Definition:** Understanding and evaluating how the arts convey meaning.	**Connecting** **Definition:** Relating artistic ideas and work with personal meaning and external context.
Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	**Students will**: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	**Students will:** 7. Perceive and analyze artistic work. 8. Construct meaningful interpretations of artistic work. 9. Apply criteria to evaluate artistic work.	**Students will**: 10. Synthesize and relate knowledge and personal experiences to create art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including artistic ideas and works of various cultures.

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. The North Dakota Arts Standards are based on the artistic processes of Creating, Performing/Producing/Presenting, Responding, and Connecting.

K-6 Music – Creating

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?*

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standard
Imagine	**MU:Cr1.1.K** a. With **guidance**, **explore** and experience music **concepts** (such as **beat** and **melodic contour**). b. With **guidance**, generate **musical ideas** (such as **movements** or **motives**).	**MU:Cr1.1.1** a. With *limited* **guidance**, *create* ***musical ideas*** (*such as answering a musical question) for a specific* ***purpose****.* b. With *limited* **guidance**, generate **musical ideas** *in multiple* ***tonalities*** *(such as* ***major*** *and* ***minor****) and* ***meters*** *(such as duple and triple).*	**MU:Cr1.1.2** a. *Improvise* ***rhythmic and melodic patterns*** *and* **musical ideas** for a specific **purpose**. b. Generate **musical** patterns and **ideas** *within the* ***context*** *of a given* ***tonality*** (such as **major** and **minor**) or ***meter*** (such as duple and triple).	**MU:Cr1.1.3** a. Improvise rhythmic and melodic ideas *and describe* ***connection*** *to* specific **purpose** *and* ***context*** *(such as* ***personal*** *and* ***social****).* b. Generate **musical** ***ideas*** (such as **rhythms** and **melodies**) within a given **tonality** *and/or* **meter**.	**MU:Cr1.1.4** a. Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** and **context** (such as **social** and ***cultural***). b. Generate **musical ideas** (such as **rhythms**, **melodies,** and *simple accompaniment patterns)* within *related* **tonalities** (such as **major** and **minor**) and **meters**.	**MU:Cr1.1.5** a. Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and ***historical***). b. Generate **musical ideas** (such as **rhythms**, **melodies**, and accompaniment patterns) within specific related **tonalities**, **meters**, and *simple chord changes.*	**MU:Cr1.1.6** a. Improvise rhythmic, melodic, and harmonic ***phrases*** within ***AB*** and ***ABA forms*** that convey ***expressive intent***.

Glossary: The document includes a glossary to define words that are underlined and bolded.

K-6 Music – Creating

Anchor Standard 2: 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?*

Plan and Make

K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards
MU:Cr2.1.K a. With **guidance**, **demonstrate** and choose favorite **musical ideas**. b. With **guidance**, organize personal **musical ideas** using **iconic notation** and/or recording technology.	**MU:Cr2.1.1** *a. With limited* **guidance**, **demonstrate** *and discuss personal reasons for selecting* **musical ideas** that represent **expressive intent**. b. With *limited* **guidance,** organize *and document* personal **musical ideas** using **iconic** *or* ***standard notation*** and/or recording technology.	**MU:Cr2.1.2** a. **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for music* that represent **expressive intent**. b. *Combine, sequence,* and document personal **musical ideas** using **iconic** or **standard notation** and/or recording technology.	**MU:Cr2.1.3** a. **Demonstrate** *selected* **musical ideas** *for a simple* ***improvisation*** *or* ***composition*** *to express* ***intent*** *and describe* ***connection*** *to a specific* ***purpose*** *and* ***context****.* b. Document personal *rhythmic and melodic* **musical ideas** using **standard** and/or **iconic notation** and/or recording technology.	**MU:Cr2.1.4** a. **Demonstrate** selected *and organized* **musical ideas** for an **improvisation**, ***arrangement,*** or **composition** to express **intent**, *and explain* **connection** to **purpose** and **context**. b. Document personal rhythmic, melodic, *and simple harmonic* **musical ideas** using **standard** and/or **iconic notation** and/or recording technology.	**MU:Cr2.1.5** a. **Demonstrate** selected and *develop*ed **musical ideas** for **improvisations**, **arrangements,** or **compositions** to express **intent**, and explain **connection** to **purpose** and **context**. b. Document personal rhythmic, melodic, and *two-chord* harmonic **musical ideas** using **standard** and/or **iconic notation** and/or recording technology.	**MU:Cr2.1.6** a. *Select, organize, and construct* personal **musical ideas** for **arrangements** *and* **compositions** within ***AB*** or ***ABA form*** that **demonstrate** an *effective beginning, middle, and ending,* and *convey* **expressive intent**. b. Document personal rhythmic and melodic ***phrases,*** with *simple* ***chord progressions,*** using **standard** and/or **iconic notation** and/or audio/video recording.

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K-6 Music – Creating

Anchor Standard 3: Refine and complete artistic work

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

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

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
Evaluate and Refine	**MU:Cr3.1.K** a. With **guidance**, apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.	**MU:Cr3.1.1** a. With *limited* **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.	**MU:Cr3.1.2** a. ***Interpret*** and apply personal, peer, and teacher feedback *to* ***revise*** personal **musical ideas**.	**MU:Cr3.1.3** a. *Evaluate,* **refine,** *and document* revisions to *personal music, applying* ***teacher-provided*** *and* ***collaboratively-developed criteria*** *and feedback.*	**MU:Cr3.1.4** a. Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively-developed criteria** and feedback *to show improvement over time.*	**MU:Cr3.1.5** a. Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively-developed criteria** and feedback to show improvement over time, *and explain rationale for changes.*	**MU:Cr3.1.6** a. Evaluate, **refine**, and document revisions to personal music, applying ***student-developed criteria***.

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K-6 Music – Creating

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?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
Present	**MU:Cr3.2.K** a. With **guidance**, **demonstrate** a final version of personal **musical ideas** to peers.	**MU:Cr3.2.1** a. With *limited* **guidance**, *convey* ***expressive intent*** for a specific ***purpose*** by ***presenting*** a final version of personal **musical ideas** to peers *or informal audience.*	**MU:Cr3.2.2** a. Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers or informal audience.	**MU:Cr3.2.3** a. **Present** the final version of personal created music to others *and describe* ***connection*** to ***expressive intent***.	**MU:Cr3.2.4** a. **Present** the final version of personal created music to others and *explain* **connection** to **expressive intent**.	**MU:Cr3.2.5** a. **Present** the final version of personal created music to others *that* ***demonstrates craftsmanship*** and explain **connection** to **expressive intent**.	**MU:Cr3.2.6** a. **Present** the final version of personal **composition** or **arrangement**, using **craftsmanship** to demonstrate an *effective beginning, middle, and ending*, that conveys **expressive intent**.

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K-6 Music – Performing

Anchor Standard 4: 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: *When is creative work ready to share?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
Select	**MU:Pr4.1.K** a. With **guidance**, **demonstrate** and state personal interest in varied musical selections.	**MU:Pr4.1.1** a. With *limited* **guidance**, **demonstrate** *and discuss* personal interest in, *knowledge about, and* ***purpose*** *of* varied musical selections.	**MU:Pr4.1.2** a. **Demonstrate** *and explain* personal interest in, knowledge about, and **purpose** of varied musical selections.	**MU:Pr4.1.3** a. **Demonstrate** and explain *how the selection of music to* ***perform*** *is influenced by personal interest, knowledge,* **purpose**, *and* ***context***.	**MU:Pr4.1.4** a. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose, context**, *and* ***technical skill***.	**MU:Pr4.1.5** a. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose,** and **context**, *as well as their personal and others'* **technical skill**.	**MU:Pr4.1.6** a. Apply ***established criteria*** for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen.

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K-6 Music – Performing

Anchor Standard 4: 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?*

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards
Analyze	**MU:Pr4.2.K** a. 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**.	**MU:Pr4.2.1** a. With *limited* **guidance**, **demonstrate** *knowledge* of music ***concepts*** (such as ***beat*** *and* ***melodic*** ***contour****)* in music from a variety of ***cultures*** selected for **performance**. b. When **analyzing** selected music, read and perform **rhythmic patterns** using **iconic** or **standard notation**.	**MU:Pr4.2.2** a. **Demonstrate** knowledge of music **concepts** *(such as* ***tonality*** *and* ***meter****)* in music from a variety of **cultures** selected for **performance**. b. When **analyzing** selected music, read and perform **rhythmic** and ***melodic*** **patterns** using **iconic** or **standard notation**.	**MU:Pr4.2.3** a. **Demonstrate** *understanding of the* ***structure*** in music selected for **performance**. b. When **analyzing** selected music, read and perform **rhythmic patterns** and melodic ***phrases*** using **iconic** *and/or* **standard notation**. c. Describe how **context** (such as **personal** and **social**) can inform a **performance**.	**MU:Pr4.2.4** a. **Demonstrate** understanding of the **structure** and ***elements of music*** *(such as* ***rhythm****,* ***pitch****, and* ***form****)* in music selected for **performance**. b. When **analyzing** selected music, read and perform using **standard notation**. c. *Explain* how **context** (such as **social** and **cultural**) informs a **performance**.	**MU:Pr4.2.5** a. **Demonstrate** understanding of the **structure** and **elements of music** (such as **rhythm**, **pitch**, **form**, and ***harmony***) in music selected for **performance**. b. When **analyzing** selected music, read, *identify by name standard symbols for* ***rhythm****,* ***pitch****,* ***articulation****, and* ***dynamics***, and perform using **standard notation**. c. Explain how **context** (such as **social, cultural**, and ***historical***) informs **performances**.	**MU:Pr4.2.6** a. **Demonstrate** and *explain* how the **structure** and **elements of music** are used in music selected for **performance**. b. When **analyzing** selected music, read and identify *musical elements* by name *or function.* c. *Identify* how **cultural** and **historical context** inform **performances**.

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K-6 Music – Performing							
Anchor Standard 4: 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?*							
	K Standard	**Grade 1 Standard**	**Grade 2 Standard**	**Grade 3 Standard**	**Grade 4 Standard**	**Grade 5 Standard**	**Grade 6 Standard**
Interpret	**MU:Pr4.3.K** a. With **guidance**, **demonstrate** awareness of **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	**MU:Pr4.3.1** a. With *limited* guidance, **demonstrate** *and describe* **expressive qualities** (such as **dynamics** and **tempo**) that support the **creators' expressive intent**.	**MU:Pr4.3.2** a. **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* ***creators*** *use them to convey* **expressive intent**.	**MU:Pr4.3.3** a. **Demonstrate** *and describe how* ***intent*** *is conveyed through* **expressive qualities** (such as **dynamics** and **tempo**).	**MU:Pr4.3.4** a. **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre****)*.	**MU:Pr4.3.5** a. **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** *(*such as **dynamics**, **tempo**, **timbre**, *and* ***articulation/style****)*.	**MU:Pr4.3.6** a. **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** *(*such as **dynamics**, **tempo**, **timbre**, **articulation/style,** *and* ***phrasing****)*.

Glossary: The document includes a glossary to define words that are underlined and bolded.

K-6 Music – Performing

Anchor Standard 5: 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 application of appropriate criteria.

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

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standard
Rehearse, Evaluate, Refine	**MU:Pr5.1.K** a. With **guidance**, apply personal, teacher, and peer feedback to **refine performances**. b. With **guidance**, use suggested strategies in rehearsal to improve **expressive qualities** of music.	**MU:Pr5.1.1** a. With *limited* **guidance**, apply personal, teacher, and peer feedback to **refine performances**. b. With *limited* **guidance**, use suggested strategies in rehearsal *to address interpretive challenges* of music.	**MU:Pr5.1.2** a. *Apply* ***teacher-provided criteria*** *to judge accuracy, expressiveness, and effectiveness of* **performances**. b. Rehearse, *identify* and apply strategies to address interpretive challenges, *performance, and* ***technical challenges*** of music.	**MU:Pr5.1.3** a. Apply **teacher-provided** and ***collaboratively-developed* criteria** *and feedback to evaluate accuracy of* ***ensemble*** **performances**. b. Rehearse to ***refine technical accuracy***, ***expressive qualities***, and identified performance challenges.	**MU:Pr5.1.4** a. Apply **teacher-provided** and **collaboratively-developed criteria** and feedback to evaluate accuracy *and expressiveness* of **ensemble** *and personal* **performances**. b. Rehearse to **refine technical accuracy** and **expressive qualities**, *and address performance challenges.*	**MU:Pr5.1.5** a. Apply ***established* criteria** and feedback to evaluate accuracy and expressiveness of **ensemble** and personal **performances**. b. Rehearse to **refine technical accuracy** and **expressive qualities** to address challenges and *show improvement over time.*	**MU:Pr5.1.6** a. *Identify* and apply **established criteria** (*such as correct interpretation of notation,* ***technical accuracy***, *originality*, *and interest*) to *rehearse*, ***refine***, and *determine when a piece is ready* to **perform**.

Glossary: The document includes a glossary to define words that are underlined and bolded.

K-6 Music – Performing

Anchor Standard 6: Convey meaning through the presentation of artistic work

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

Essential Questions: *When is a performance considered ready to present? How do context and the way musical work is presented influence audience response?*

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards
Present	**MU:Pr6.1.K** a. With **guidance**, **perform** music with **expression**. b. **Perform** appropriately for audience.	**MU:Pr6.1.1** a. With *limited* **guidance**, **perform** music *for a specific* ***purpose*** with **expression**. b. **Perform** appropriately for audience and ***purpose***.	**MU:Pr6.1.2** a. **Perform** music for a specific **purpose** with **expression**. b. ***Demonstrate performance decorum and audience etiquette*** appropriate for **purpose**.	**MU:Pr6.1.3** a. **Perform** music for a specific **purpose** with **expression** and ***technical accuracy***. b. **Demonstrate performance decorum** and **audience etiquette** appropriate for ***context*** *and* ***venue***.	**MU:Pr6.1.4** a. **Perform** music for a specific **purpose** with **expression** and **technical accuracy**, and *appropriate* ***interpretation***. b. **Demonstrate performance decorum** and **audience etiquette** appropriate for **context**, **venue**, *and* ***genre***.	**MU:Pr6.1.5** a. **Perform** music for a specific **purpose** with **expression**, **technical accuracy**, and *refined* **interpretation**. b. **Demonstrate performance decorum** and **audience etiquette** appropriate for **context**, **venue**, **genre**, *and* ***style***.	**MU:Pr6.1.6** a. **Perform** music for a specific **purpose** with **technical accuracy** to convey ***creator's intent***. b. **Demonstrate** *refined* **performance decorum** and **audience etiquette** appropriate for **context**, **venue**, **genre**, and **style**.

Glossary: The document includes a glossary to define words that are underlined and bolded.

K-6 Music – Responding

Anchor Standard 7: 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?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
Select	**MU:Re7.1.K** a. With **guidance**, list personal interests and experiences and **demonstrate** why they prefer some music selections over others.	**MU:Re7.1.1** a. With *limited* **guidance**, *identify and* **demonstrate** *how* personal interests and experiences *influence musical selection* for *specific* ***purposes***.	**MU:Re7.1.2** a. **Demonstrate** *and describe* how personal interests and experiences influence musical selection for specific **purposes**.	**MU:Re7.1.3** a. **Demonstrate** *and explain* how *selected music connects to* and is influenced by *specific interests, experiences,* or **purposes**.	**MU:Re7.1.4** a. **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes***, or* ***contexts***.	**MU:Re7.1.5** a. **Demonstrate** and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**MU:Re7.1.6** a. *Select or choose music* and explain **connections** to specific interests or experiences for a specific **purpose** or **context**.

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K-6 Music – Responding

Anchor Standard 7: 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 does understanding the structure and context of music inform a response?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standards
Analyze	**MU:Re7.2.K** a. With **guidance**, **demonstrate** how specific music **concepts** (such as **beat** or **melodic direction**) is used in music.	**MU:Re7.2.1** a. 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****.*	**MU:Re7.2.2** a. *Describe* how specific music ***concepts*** are used *to support a specific* ***purpose*** *in music.*	**MU:Re7.2.3** a. **Demonstrate** and *describe how a response to music can be informed by* ***structure****, use of the* ***elements of music****, and* ***context*** *(such as* ***personal*** *and* ***social****).*	**MU:Re7.2.4** a. **Demonstrate** *and explain* how responses to music *are* informed by **structure**, use of the **elements of music,** and **context** (such as **social** and ***cultural***).	**MU:Re7.2.5** a. **Demonstrate** and explain, *citing evidence*, how responses to music are informed by **structure**, use of the **elements of music,** and **context** (such as **social**, **cultural**, and ***historical***).	**MU:Re7.2.6** a. Describe how **elements of music** and ***expressive qualities*** *relate to* ***structure*** *of pieces.* b. *Identify* **context** of music from a variety of ***genres***, **cultures**, and **historical periods**.

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K-6 Music – Responding

Anchor Standard 8: 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 musical creators' and performers' expressive intent?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
Interpret	**MU:Re8.1.K** a. With **guidance**, **demonstrate** awareness of **expressive qualities** (such as **dynamics** and **tempo**) that reflect **creators'** or **performers' expressive intent**.	**MU:Re8.1.1** a. With *limited* **guidance**, **demonstrate** and *identify* **expressive qualities** (such as **dynamics** and **tempo**) that reflect *and support* **creators'** or **performers' expressive intent**.	**MU:Re8.1.2** a. **Demonstrate** and identify **expressive qualities** (such as **dynamics** and **tempo**) that reflect *and support* **creators'** or **performers' expressive intent**.	**MU:Re8.1.3** a. **Demonstrate** *and describe how* **expressive qualities** (such as **dynamics** and **tempo**) *are used in performers'* ***interpretations*** *to reflect* **expressive intent**.	**MU:Re8.1.4** a. **Demonstrate** *and explain* how **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre***) are used in performers' *and personal* **interpretations** to reflect **expressive intent**.	**MU:Re8.1.5** a. **Demonstrate** and explain how **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and ***articulation***) are used in performers' and personal **interpretations** to reflect **expressive intent**.	**MU:Re8.1.6** a. *Describe a personal* ***interpretation*** *of how creators' and performers' application of* ***elements of music*** and **expressive qualities**, *within* ***genres*** *and* ***cultural*** *and* ***historical context***, *convey* **expressive intent**.

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K-6 Music – Responding

Anchor Standard 9: 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 quality of musical work(s) and performance(s)?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
Evaluate	**MU:Re9.1.K** a. With **guidance**, apply personal and expressive preferences in the evaluation of music.	**MU:Re9.1.1** a. With *limited* **guidance**, apply personal and expressive preferences in the evaluation of music *for specific* ***purposes***.	**MU:Re9.1.2** a. Apply personal and expressive preferences in the evaluation of music for specific **purposes**.	**MU:Re9.1.3** a. *Evaluate* ***musical works*** *and* ***performances***, applying ***established criteria***.	**MU:Re9.1.4** a. Evaluate **musical works** and **performances**, applying **established criteria**, and *explain appropriateness to* ***context***.	**MU:Re9.1.5** a. Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to **context**, *citing evidence from* ***elements of music***.	**MU:Re9.1.6** a. Apply **established criteria** to evaluate **musical works** or **performances** and explain appropriateness to **context**, citing evidence from **elements of music**.

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K-6 Music – Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: *How do musicians make meaningful connections to creating, performing, and responding?*

K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
MU:Cn10.1 a. **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music. **MU:Cn10.2** a. Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music. **MU:Cn10.3** a. **Analyze** and evaluate the effect of technology on development of music and performance.						

Anchor Standard 11: 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?*

K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
MU:Cn11.1 a. Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields. **MU:Cn11.2** a. Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged. **MU:Cn11.3** a. Explore careers in and related to the arts and how they impact local and global economies.						

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Grade Specific Music Standards

Music- Kindergarten	
Process Components	**Creating**
Imagine	**MU:Cr1.1.K.a** With **guidance**, **explore** and experience music **concepts** (such as **beat** and **melodic contour**). **MU:Cr1.1.K.b** With **guidance**, generate **musical ideas** (such as **movements** or **motives**).
Plan and Make	**MU:Cr2.1.K.a** With **guidance**, **demonstrate** and choose favorite **musical ideas**. **MU:Cr2.1.K.b** With **guidance**, organize personal **musical ideas** using **iconic notation** and/or recording technology.
Evaluate and Refine	**MU:Cr3.1.K.a** With **guidance**, apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.
Present	**MU:Cr3.2.K.a** With **guidance**, **demonstrate** a final version of personal **musical ideas** to peers.
Process Components	**Performing**
Select	**MU:Pr4.1.K.a** With **guidance**, **demonstrate** and state personal interest in varied musical selections.
Analyze	**MU:Pr4.2.K.a** 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**.
Interpret	**MU:Pr4.3.K.a** With **guidance**, **demonstrate** awareness of **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.
Rehearse, Evaluate, and Refine	**MU:Pr5.1.K.a** With **guidance**, apply personal, teacher, and peer feedback to **refine performances**. **MU:Pr5.1.K.b** With **guidance**, use suggested strategies in rehearsal to improve **expressive qualities** of music.
Present	**MU:Pr6.1.K.a** With **guidance**, **perform** music with **expression**. **MU:Pr6.1.K.b** **Perform** appropriately for audience.

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Process Components	Responding
Select	**MU:Re7.1.K.a** **With guidance,** list personal interests and experiences and **demonstrate** why they prefer some music selections over others**.**
Analyze	**MU:Re7.2.K.a** With **guidance**, **demonstrate** how specific music **concepts** (such as **beat** or **melodic direction**) is used in music.
Interpret	**MU:Re8.1.K.a** With **guidance**, **demonstrate** awareness of **expressive qualities** (such as **dynamics** and **tempo**) that reflect **creators'** or **performers' expressive intent**.
Evaluate	**MU:Re9.1.K.a** With **guidance**, apply personal and expressive preferences in the evaluation of music.
Process Components	**Connecting**
	MU:Cn10.1.K.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.
	MU:Cn10.2.K.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.
	MU:Cn10.3.K.a **Analyze** and evaluate the effect of technology on development of music and performance.
	MU:Cn11.1.K.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.
	MU:Cn11.2.K.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.
	MU:Cn11.3.K.a Explore careers in and related to the arts and how they impact local and global economies.

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Elementary Music – Grade 1	
Process Components	**Creating**
Imagine	**MU:Cr1.1.1.a** With *limited* **guidance**, *create* ***musical ideas*** (*such as answering a musical question) for a specific* ***purpose***. **MU:Cr1.1.1.b** With *limited* **guidance**, generate **musical ideas** *in multiple* ***tonalities*** *(such as* ***major*** *and* ***minor****) and* ***meters*** *(such as duple and triple).*
Plan and Make	**MU:Cr2.1.1.a** *With limited* **guidance**, **demonstrate** *and discuss personal reasons for selecting* **musical ideas** *that represent* ***expressive intent***. **MU:Cr2.1.1.b** With *limited* **guidance,** organize *and document* personal **musical ideas** using **iconic** *or* ***standard notation*** and/or recording technology.
Evaluate and Refine	**MU:Cr3.1.1.a** With *limited* **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.
Present	**MU:Cr3.2.1.a** With *limited* **guidance**, *convey* ***expressive intent*** for a specific ***purpose*** by ***presenting*** a final version of personal **musical ideas** to peers *or informal audience.*
Process Components	**Performing**
Select	**MU:Pr4.1.1.a** With *limited* **guidance**, **demonstrate** *and discuss* personal interest in, *knowledge about, and* ***purpose*** *of* varied musical selections.
Analyze	**MU:Pr4.2.1.a** With *limited* **guidance**, **demonstrate** *knowledge* of music ***concepts*** (such as ***beat*** *and* ***melodic contour****)* in music from a variety of ***cultures*** selected for **performance**. **MU:Pr4.2.1.b** When **analyzing** selected music, read and perform **rhythmic patterns** using **iconic** or **standard notation**.
Interpret	**MU:Pr4.3.1.a** With *limited* guidance, **demonstrate** *and describe* **expressive qualities** (such as **dynamics** and **tempo**) that support the **creators' expressive intent**.
Rehearse, Evaluate, and Refine	**MU:Pr5.1.1.a** With *limited* **guidance**, apply personal, teacher, and peer feedback to **refine performances**. **MU:Pr5.1.1.b** With *limited* **guidance**, use suggested strategies in rehearsal *to address interpretive challenges* of music.
Present	**MU:Pr6.1.1.a** With *limited* **guidance**, **perform** music *for a specific* ***purpose*** with **expression**. **MU:Pr6.1.1.b** **Perform** appropriately for audience and ***purpose***.

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Process Components	Responding
Select	**MU:Re7.1.1.a** With *limited* **guidance**, *identify and* **demonstrate** *how* personal interests and experiences *influence musical selection* for *specific* ***purposes****.*
Analyze	**MU:Re7.2.1.a** 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****.*
Interpret	**MU:Re8.1.1.a** With *limited* **guidance**, **demonstrate** and *identify* **expressive qualities** (such as **dynamics** and **tempo**) that reflect **creators'** or **performers' expressive intent**.
Evaluate	**MU:Re9.1.1.a** With *limited* **guidance**, apply personal and expressive preferences in the evaluation of music *for specific* ***purposes****.*
Process Components	**Connecting**
MU:Cn10.1.1.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.1.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.1.a **Analyze** and evaluate the effect of technology on development of music and performance.	
MU:Cn11.1.1.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.1.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.1.a Explore careers in and related to the arts and how they impact local and global economies.	

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Elementary Music – Grade 2	
Process Components	**Creating**
Imagine	**MU:Cr1.1.2.a** *Improvise* ***rhythmic and melodic patterns*** *and* **musical ideas** for a specific **purpose**. **MU:Cr1.1.2.b** Generate **musical** patterns and **ideas** *within the* ***context*** *of a given* ***tonality*** (such as **major** and **minor**) or ***meter*** (such as duple and triple).
Plan and Make	**MU:Cr2.1.2.a** **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for music* that represent **expressive intent**. **MU:Cr2.1.2.b** *Combine, sequence,* and document personal **musical ideas** using **iconic** or **standard notation** and/or recording technology.
Evaluate and Refine	**MU:Cr3.1.2.a** ***Interpret*** and apply personal, peer, and teacher feedback *to* ***revise*** personal **musical ideas**.
Present	**MU:Cr3.2.2.a** Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers or informal audience.
Process Components	**Performing**
Select	**MU:Pr4.1.2.a** **Demonstrate** *and explain* personal interest in, knowledge about, and **purpose** of varied musical selections.
Analyze	**MU:Pr4.2.2.a** **Demonstrate** knowledge of music **concepts** *(such as* ***tonality*** *and* ***meter****)* in music from a variety of **cultures** selected for **performance**. **MU:Pr4.2.2.b** When **analyzing** selected music, read and perform **rhythmic** and ***melodic*** **patterns** using **iconic** or **standard notation**.
Interpret	**MU:Pr4.3.2.a** **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* ***creators*** *use them to convey* **expressive intent**.
Rehearse, Evaluate, and Refine	**MU:Pr5.1.2.a** *Apply* ***teacher-provided criteria*** *to judge accuracy, expressiveness, and effectiveness of* **performances**. **MU:Pr5.1.2.b** Rehearse, *identify* and apply strategies to address interpretive challenges, *performance, and* ***technical challenges*** of music.
Present	**MU:Pr6.1.2.a** **Perform** music for a specific **purpose** with **expression**. **MU:Pr6.1.2.b** ***Demonstrate performance decorum and audience etiquette*** appropriate for **purpose**.

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Process Components	Responding
Select	**MU:Re7.1.2.a** **Demonstrate** *and describe* how personal interests and experiences influence musical selection for specific **purposes**.
Analyze	**MU:Re7.2.2.a** *Describe* how specific music ***concepts*** are used *to support a specific* ***purpose*** *in music.*
Interpret	**MU:Re8.1.2.a** **Demonstrate** and identify **expressive qualities** (such as **dynamics** and **tempo**) that reflect *and support* the **creators'** or **performers' expressive intent**.
Evaluate	**MU:Re9.1.2.a** Apply personal and expressive preferences in the evaluation of music for specific **purposes**.
Process Components	**Connecting**
MU:Cn10.1.2.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.2.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.2.a **Analyze** and evaluate the effect of technology on development of music and performance.	
MU:Cn11.1.2.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.2.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.2.a Explore careers in and related to the arts and how they impact local and global economies.	

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Elementary Music – Grade 3	
Process Components	**Creating**
Imagine	**MU:Cr1.1.3.a** Improvise rhythmic and melodic ideas *and describe* ***connection*** *to* specific **purpose** *and* ***context*** *(such as* ***personal*** *and* ***social****).* **MU:Cr1.1.3.b** Generate **musical** ***ideas*** (such as **rhythms** and **melodies**) within a given **tonality** *and/or* **meter**.
Plan and Make	**MU:Cr2.1.3.a** **Demonstrate** *selected* **musical ideas** *for a simple* ***improvisation*** *or* ***composition*** *to express* ***intent*** *and describe* ***connection*** *to a specific* ***purpose*** *and* ***context****.* **MU:Cr2.1.3.b** Document personal *rhythmic and melodic* **musical ideas** using **standard** and/or **iconic notation** and/or recording technology.
Evaluate and Refine	**MU:Cr3.1.3.a** *Evaluate,* **refine**, *and document* revisions to *personal music, applying* ***teacher-provided*** *and* ***collaboratively-developed criteria*** *and feedback.*
Present	**MU:Cr3.2.3.a** **Present** the final version of personal created music to others *and describe* ***connection*** to ***expressive intent****.*
Process Components	**Performing**
Select	**MU:Pr4.1.3.a** **Demonstrate** and explain *how the selection of music to* ***perform*** *is influenced by personal interest, knowledge,* **purpose**, *and* ***context****.*
Analyze	**MU:Pr4.2.3.a** **Demonstrate** *understanding of the* ***structure*** in music selected for **performance**. **MU:Pr4.2.3.b** When **analyzing** selected music, read and perform **rhythmic patterns** and melodic ***phrases*** using **iconic** *and/or* **standard notation**. **MU:Pr4.2.3.c** Describe how **context** (such as **personal** and **social**) can inform a **performance**.
Interpret	**MU:Pr4.3.3a** **Demonstrate** *and describe how* ***intent*** *is conveyed through* **expressive qualities** (such as **dynamics** and **tempo**).
Rehearse, Evaluate, and Refine	**MU:Pr5.1.3.a** Apply **teacher-provided** and ***collaboratively-developed*** **criteria** *and feedback to evaluate accuracy of* ***ensemble*** **performances**. **MU:Pr5.1.3.b** Rehearse to ***refine technical accuracy***, ***expressive qualities***, and identified performance challenges.
Present	**MU:Pr6.1.3.a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy***. **MU:Pr6.1.3.b** **Demonstrate performance decorum** and **audience etiquette** appropriate for ***context*** *and* ***venue***.

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Process Components	Responding
Select	**MU:Re7.1.3.a** **Demonstrate** *and explain* how *selected music connects to* and is influenced by *specific interests, experiences,* or **purposes**.
Analyze	**MU:Re7.2.3.a** **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****).*
Interpret	**MU:Re8.1.3.a** **Demonstrate** *and describe how the* **expressive qualities** (such as **dynamics** and **tempo**) *are used in performers'* ***interpretations*** *to reflect* **expressive intent**.
Evaluate	**MU:Re9.1.3.a** *Evaluate* ***musical works*** *and* ***performances****,* applying ***established criteria***.
Process Components	**Connecting**
MU:Cn10.1.3.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.3.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.3.a **Analyze** and evaluate the effect of technology on development of music and performance.	
MU:Cn11.1.3.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.3.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.3.a Explore careers in and related to the arts and how they impact local and global economies.	

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Elementary Music – Grade 4	
Process Components	**Creating**
Imagine	**MU:Cr1.1.4.a** Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** and **context** (such as **social** and ***cultural***). **MU:Cr1.1.4.b** Generate **musical ideas** (such as **rhythms**, **melodies,** and *simple accompaniment patterns)* within *related* **tonalities** (such as **major** and **minor**) and **meters**.
Plan and Make	**MU:Cr2.1.4.a** **Demonstrate** selected *and organized* **musical ideas** for an **improvisation***,* ***arrangement,*** or **composition** to express **intent**, *and explain* **connection** to **purpose** and **context**. **MU:Cr2.1.4.b** Document personal rhythmic, melodic, *and simple harmonic* **musical ideas** using **standard** and/or **iconic notation** and/or recording technology.
Evaluate and Refine	**MU:Cr3.1.4a** Evaluate, **refine**, and document revisions to personal music*,* applying **teacher-provided** and **collaboratively-developed criteria** and feedback *to show improvement over time*
Present	**MU:Cr3.2.4.a** **Present** the final version of personal created music to others and *explain* **connection** to **expressive intent**.

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Process Components	Performing
Select	**MU:Pr4.1.4.a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose, context**, *and* ***technical skill***.
Analyze	**MU:Pr4.2.4.a** **Demonstrate** understanding of the **structure** and ***elements of music*** *(such as* ***rhythm***, ***pitch***, *and* ***form****)* in music selected for **performance**. **MU:Pr4.2.4.b** When **analyzing** selected music, read and perform using **standard notation**. **MU:Pr4.2.4.c** *Explain* how **context** (such as **social** and **cultural**) informs a **performance**.
Interpret	**MU:Pr4.3.4.a** **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre****)*.
Rehearse, Evaluate, and Refine	**MU:Pr5.1.4.a** Apply **teacher-provided** and **collaboratively-developed criteria** and feedback to evaluate accuracy *and expressiveness* of **ensemble** *and personal* **performances**. **MU:Pr5.1.4.b** Rehearse to **refine technical accuracy** and **expressive qualities**, *and address performance challenges.*
Present	**MU:Pr6.1.4.a** **Perform** music for a specific **purpose** with **expression** and **technical accuracy**, and *appropriate* ***interpretation***. **MU:Pr6.1.4.b** **Demonstrate performance decorum** and **audience etiquette** appropriate for **context**, **venue**, *and* ***genre***.
Process Components	**Responding**
Select	**MU:Re7.1.4.a** **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, *or* ***contexts***.
Analyze	**MU:Re7.2.4.a** **Demonstrate** *and explain* how responses to music *are* informed by the **structure**, the use of the **elements of music**, and **context** (such as **social** and ***cultural***).
Interpret	**MU:Re8.1.4.a** **Demonstrate** *and explain* how the **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre***) are used in performers' *and personal* **interpretations** to reflect **expressive intent**.
Evaluate	**MU:Re9.1.4.a** Evaluate **musical works** and **performances,** applying **established criteria**, and *explain appropriateness to the* ***context***.

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Glossary: The document includes a glossary to define words that are underlined and bolded.

Process Components	Connecting
MU:Cn10.1.4.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.4.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.4.a **Analyze** and evaluate the effect of technology on the development of music and performance.	
MU:Cn11.1.4.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.4.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.4.a Explore careers in and related to the arts and how they impact local and global economies.	

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Elementary Music – Grade 5	
Process Components	**Creating**
Imagine	**MU:Cr1.1.5.a** Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and ***historical***). **MU:Cr1.1.5.b** Generate **musical ideas** (such as **rhythms**, **melodies**, and accompaniment patterns) within specific related **tonalities**, **meters**, and *simple chord changes.*
Plan and Make	**MU:Cr2.1.5a** **Demonstrate** selected and *develop*ed **musical ideas** for **improvisations**, **arrangements**, or **compositions** to express **intent**, and explain **connection** to **purpose** and **context**. **MU:Cr2.1.5.b** Document personal rhythmic, melodic, and *two-chord* harmonic **musical ideas** using **standard** and/or **iconic notation** and/or recording technology.
Evaluate and Refine	**MU:Cr3.1.5.a** Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively-developed criteria** and feedback to show improvement over time, *and explain rationale for changes.*
Present	**MU:Cr3.2.5.a** **Present** the final version of personal created music to others *that* ***demonstrates craftsmanship*** and explain **connection** to **expressive intent**.

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Glossary: The document includes a glossary to define words that are underlined and bolded.

Process Components	Performing
Select	**MU:Pr4.1.5.a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose,** and **context**, *as well as their personal and others'* **technical skill**.
Analyze	**MU:Pr4.2.5.a** **Demonstrate** understanding of the **structure** and **elements of music** (such as **rhythm**, **pitch**, **form**, and ***harmony***) in music selected for **performance**. **MU:Pr4.2.5.b** When **analyzing** selected music, read, *identify by name standard symbols for* ***rhythm***, ***pitch***, ***articulation***, *and* ***dynamics***, and perform using **standard notation**. **MU:Pr4.2.5.c** Explain how **context** (such as **social, cultural**, and ***historical***) informs **performances**.
Interpret	**MU:Pr4.3.5.a** **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** *(*such as **dynamics**, **tempo**, **timbre**, *and* ***articulation/style****).*
Rehearse, Evaluate, and Refine	**MU:Pr5.1.5.a** Apply ***established*** **criteria** and feedback to evaluate the accuracy and expressiveness of **ensemble** and personal **performances**. **MU:Pr5.1.5.b** Rehearse to **refine technical accuracy** and **expressive qualities** to address challenges and *show improvement over time.*
Present	**MU:Pr6.1.5.a** **Perform** music for a specific **purpose** with **expression**, **technical accuracy**, and *refined* **interpretation**. **MU:Pr6.1.5.b** **Demonstrate performance decorum** and **audience etiquette** appropriate for **context**, **venue**, **genre**, *and* ***style***.
Process Components	**Responding**
Select	**MU:Re7.1.5.a** **Demonstrate** and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.
Analyze	**MU:Re7.2.5.a** **Demonstrate** and explain, *citing evidence*, how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social**, **cultural**, and ***historical***).
Interpret	**MU:Re8.1.5.a** **Demonstrate** and explain how the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and ***articulation***) are used in performers' and personal **interpretations** to reflect **expressive intent**.
Evaluate	**MU:Re9.1.5.a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context***, citing evidence from the* ***elements of music****.*

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

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Process Components	Connecting
MU:Cn10.1.5.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.5.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.5.a **Analyze** and evaluate the effect of technology on the development of music and performance.	
MU:Cn11.1.5.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.5.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.5.a Explore careers in and related to the arts and how they impact local and global economies.	

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Elementary Music – Grade 6	
Process Components	**Creating**
Imagine	**MU:Cr1.1.6.a** Improvise rhythmic, melodic, and harmonic ***phrases*** within ***AB*** and ***ABA forms*** that convey ***expressive intent***.
Plan and Make	**MU:Cr2.1.6.a** *Select, organize, and construct* personal **musical ideas** for **arrangements** *and* **compositions** within ***AB*** or ***ABA form*** that **demonstrate** an *effective beginning, middle, and ending,* and *convey* **expressive intent**. **MU:Cr2.1.6.b** Document personal rhythmic and melodic ***phrases,*** with *simple* ***chord progressions,*** using **standard** and/or **iconic notation** and/or audio/video recording.
Evaluate and Refine	**MU:Cr3.1.6.a** Evaluate, **refine**, and document revisions to personal music, applying ***student-developed criteria***.
Present	**MU:Cr3.2.6.a** **Present** the final version of personal **composition** or **arrangement**, using **craftsmanship** to demonstrate an *effective beginning, middle, and ending*, that conveys **expressive intent**.
Process Components	**Performing**
Select	**MU:Pr4.1.6.a** Apply ***established criteria*** for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen.
Analyze	**MU:Pr4.2.6.a** **Demonstrate** and *explain* how **structure** and **elements of music** are used in music selected for **performance**. **MU:Pr4.2.6.b** When **analyzing** selected music, read and identify *musical elements* by name *or function.* **MU:Pr4.2.6.c** *Identify* how **cultural** and **historical context** inform **performances**.
Interpret	**MU:Pr4.3.6.a** **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** *(*such as **dynamics**, **tempo**, **timbre**, **articulation/style**, *and* ***phrasing****).*
Rehearse, Evaluate, and Refine	**MU:Pr5.1.6.a** *Identify* and apply **established criteria** (*such as correct interpretation of notation,* ***technical accuracy****, originality*, *and interest*) to *rehearse*, ***refine***, and *determine when a piece is ready* to **perform**.
Present	**MU:Pr6.1.6.a** **Perform** music for a specific **purpose** with **technical accuracy** to convey ***creator's intent***. **MU:Pr6.1.6.b** **Demonstrate** *refined* **performance decorum** and **audience etiquette** appropriate for **context**, **venue**, **genre**, and **style**.

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Process Components	Responding
Select	**MU:Re7.1.6.a** *Select or choose music* and explain **connections** to specific interests or experiences for a specific **purpose** or **context**.
Analyze	**MU:Re7.2.6.a** Describe how **elements of music** and ***expressive qualities*** *relate to* ***structure*** *of pieces.* **MU:Re7.2.6.b** *Identify* **context** of music from a variety of ***genres,*** **cultures**, and **historical periods**.
Interpret	**MU:Re8.1.6.a** *Describe a personal* ***interpretation*** *of how creators' and performers' application of* ***elements of music*** and **expressive qualities**, *within* ***genres*** *and* ***cultural*** *and* ***historical context,*** *convey* **expressive intent**.
Evaluate	**MU:Re9.1.6.a** Apply **established criteria** to evaluate **musical works** or **performances** and explain appropriateness to **context**, citing evidence from **elements of music**.
Process Components	**Connecting**
MU:Cn10.1.6.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.6.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.6.a **Analyze** and evaluate effect of technology on development of music and performance.	
MU:Cn11.1.6.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.6.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.6.a Explore careers in and related to the arts and how they impact local and global economies.	

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Secondary Music – Creating

Artistic Process

Anchor Standard 2: 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?*

	Beginning Standards	Intermediate Standards	Accomplished Standards
Plan and Make	**MU:Cr2.1.E.I** a. Select and develop previously improvised/composed melodic or rhythmic ideas *based on* characteristic(s) of other music or text(s)**.** b. Pr… …elodic or rhythmic ideas t… …**rd notation** r…	**MU:Cr2.1.E.II** a. Select and develop previously improvised/composed **musical** ideas for short **arrangem…** …for specific ***purp…*** b. Pr… …**compositions** through …**ation** or recording.	**MU:Cr2.1.E.III** a. Select, develop, and organize previously improvised/composed **musical** ideas into a ***complete work(s)*** for specific **purposes** and ***contexts***. b. Preserve draft **complete work(s)** through **iconic/standard notation** or recording.

Secondary Grade Level Standards

Process Component

Numbering System

Interpreting the Standard Numbering System

Example: MU:Cr2.1.E.I.a

MU = Music

Cr = Creating Artistic Process

2 = Anchor Standard

1 = 1st Enduring Understanding

E = Ensemble

I = Proficiency Level

a = Standard

Secondary Music – Creating

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?*

	Beginning Standard	Intermediate Standard	Accomplished Standard
Imagine	**MU:Cr1.1.E.I** a. **Improvise** and **compose** ***melodic*** *or* ***rhythmic ideas*** *based on* characteristic(s) of other music or text(s).	**MU:Cr1.1.E.II** a. **Improvise** and **compose musical** ideas for short **arrangements/*compositions*** for specific ***purposes***.	**MU:Cr1.1.E.III** a. **Improvise** and **compose musical ideas** *for specific* **purposes** *and* ***contexts*** (i.e. ***cultural, historical, personal,*** and ***social environment***).

Anchor Standard 2: 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?*

	Beginning Standards	Intermediate Standards	Accomplished Standards
Plan and Make	**MU:Cr2.1.E.I** a. Select and develop previously improvised/composed melodic or rhythmic ideas *based on* characteristic(s) of other music or text(s). b. Preserve draft melodic or rhythmic ideas through **iconic/standard notation** recording.	**MU:Cr2.1.E.II** a. Select and develop previously improvised/composed **musical** ideas for short **arrangements/*compositions*** for specific ***purposes***. b. Preserve draft **arrangements/compositions** through **iconic/standard notation** or recording.	**MU:Cr2.1.E.III** a. Select, develop, and organize previously improvised/composed **musical** ideas into a ***complete work(s)*** for specific **purposes** and ***contexts***. b. Preserve draft **complete work(s*)*** through **iconic/standard notation** or recording.

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Secondary Music – Creating

Anchor Standard 3: Refine and complete artistic work

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

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

	Beginning Standards	Intermediate Standard	Accomplished Standard
Evaluate and Refine	**MU:Cr3.1.E.I** a. Evaluate and **refine** draft melodic or rhythmic ideas based on ***teacher-provided*** *or* ***class-developed criteria***.	**MU:Cr3.1.E.II** a. Evaluate and **refine arrangements/ compositions** based on **teacher-provided** or **class-developed criteria**, *including extent to which specific* ***purpose*** *was addressed.*	**MU:Cr3.1.E.III** a. Evaluate and **refine completed works** based on **personally established criteria** *including extent to which specific* ***purpose*** and ***context*** *were addressed.*

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?*

	Beginning Standard	Intermediate Standard	Accomplished Standard
Present	**MU:Cr3.2.E.I** a. **Share melodic** or **rhythmic ideas** that demonstrate understanding of creating music based upon characteristics of other music or text(s).	**MU:Cr3.2.E.II** a. Share **arrangements/compositions** that demonstrate understanding of creating music for specific ***purposes***.	**MU:Cr3.2.E.III** a. Share personally-developed ***musical works*** that demonstrate understanding of creating music for specific **purposes** *and* ***contexts***.

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Secondary Music – Performing

Anchor Standard 4: 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 context for a performance influence the selection of repertoire.

Essential Question: *How do performers select repertoire?*

	Beginning Standard	Intermediate Standard	Accomplished Standard
Select	**MU:Pr4.1.E.I** a. Select varied **repertoire** based upon interest**, musicianship skills (reading, expression, technique)** of individual or **ensemble**, and **context** of performance.	**MU:Pr4.1.E.II** a. Use *provided **criteria** to* select varied **repertoire** *based on **form**,* **musicianship skills** of individual or **ensemble**, and ***purpose** of **performance***.	**MU:Pr4.1.E.III** a. Develop and explain **criteria** to select a *varied **program*** based on ***form**,* **musicianship skills** of individual or **ensemble**, and ***purpose*** and ***context** of **performance***.

Anchor Standard 4: 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?*

	Beginning Standard	Intermediate Standard	Accomplished Standard
Analyze	**MU:Pr4.2.E.I** a. Analyze how **musical elements** and **context** of **musical works** inform performances.	**MU:Pr4.2.E.II** a. Analyze how **musical elements**, *simple **compositional devices** (i.e., tonality, repetition, and sequencing)* and **context** of **musical works** inform performances.	**MU:Pr4.2.E.III** a. Analyze how **musical elements**, **compositional devices,** and **context** of **musical works** inform performances.

Anchor Standard 4: 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?*

	Beginning Standard	Intermediate Standard	Accomplished Standard
Interpret	**MU:Pr4.3.E.I** a. Identify **expressive qualities** in varied **repertoire** that relate to **context** and **expressive intent**.	**MU:Pr4.3.E.II** a. Identify and *demonstrate* **expressive qualities** in varied **repertoire** that relate to **context** and **expressive intent**.	**MU:Pr4.3.E.III** a. Identify and demonstrate **expressive qualities** in varied **repertoire** and interpret ***performance practices*** that relate to **context*, genre,*** and **expressive intent**.

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Secondary Music – Performing

Anchor Standard 5: 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?*

	Beginning Standard	Intermediate Standard	Accomplished Standard
Rehearse, Evaluate, and Refine	**MU:Pr5.3.E.I** a. Use provided criteria for self-reflection and/or peer feedback to **refine** individual and **ensemble** performances of a varied **repertoire** of music.	**MU:Pr5.3.E.II** a. Use provided criteria for self-reflection and/or peer feedback to address ***expressive qualities*** and ***technical challenges*** to **refine** individual and **ensemble** performances of a varied **repertoire** of music.	**MU:Pr5.3.E.III** a. *Develop and apply strategies in response to* self-reflection and/or peer feedback to address **expressive qualities** and **technical challenges** to **refine** individual and **ensemble** performances of a varied **repertoire** of music.

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Secondary Music – Performing

Anchor Standard 6: Convey meaning through 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 way musical work is presented influence audience response?*

	Beginning Standards	Intermediate Standards	Accomplished Standards
Present	**MU:Pr6.1.E.I** a. Present musical work(s) with appropriate **technical accuracy** and **expressive qualities** through individual and **ensemble** performances of a varied **repertoire** of music. b. Elicit informal or formal audience response through use of basic **expressive qualities** within **context** of the music.	**MU:Pr6.1.E.II** a. Present musical work(s) with *refined* **technical accuracy** and ***expression*** through individual and **ensemble** performances of a varied **repertoire** of music. b. Elicit informal or formal audience response through use of **expression** within the **context** of music.	**MU:Pr6.1.E.III** a. Present musical work(s) with **technical accuracy** and ***expressive intent*** through individual and **ensemble** performances of a varied **repertoire** of music. b. Elicit informal or formal audience response through demonstration of ***expressive intent*** within **context** of music.

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Secondary Music – Responding			
Anchor 7: 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?*			
	Beginning Standard	**Intermediate Standard**	**Accomplished Standard**
Select	**MU:Re7.1.E.I** a. Select music to experience based on interests and experiences.	**MU:Re7.1.E.II** a. Select music to experience *explaining* ***connection*** to personal interests and experiences.	**MU:Re7.1.E.III** a. Select music to experience explaining **connection** to personal interests, experiences, *understandings, and* ***purposes***.

Anchor 7: 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 elements of music. ***Essential Question:*** *How does understanding structure and context of music influence a response?*			
	Beginning Standard	**Intermediate Standard**	**Accomplished Standard**
Analyze	**MU:Re7.2.E.I** a. Identify ***elements of music*** that inform a response to selected music.	**MU:Re7.2.E.II** a. Identify and e*xplain* how ***context*** and **elements of music** inform a response to selected music.	**MU:Re7.2.E.III** a. Identify and explain how ***context*** and manipulation of **elements of music** inform a response to selected music.

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Secondary Music – Responding

Anchor 8: Interpret intent and meaning in artistic work

Enduring Understanding: Creators and performers provide clues to their expressive intent using elements of music.

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

	Beginning Standard	Intermediate Standard	Accomplished Standard
Interpret	**MU:Re8.1.E.I** a. Identify **elements of music** that provide clues to **expressive intent** of creator(s) or performer(s).	**MU:Re8.1.E.II** a. Identify and *explain* how the **elements of music** provide clues to **expressive intent** of creator(s) or performer(s).	**MU:Re8.1.E.III** a. *Justify* ***interpretations*** of **expressive intent** of creator(s) or performer(s) by *comparing and synthesizing varied researched sources.*

Anchor 9: 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 quality of musical work(s) and performance(s)?*

	Beginning Standard	Intermediate Standard	Accomplished Standard
Evaluate	**MU:Re9.1.E.I** a. Using provided **criteria**, evaluate a **musical work** and/or performance.	**MU:Re9.1.E.II** a. *Using personally- or collaboratively-developed* **criteria**, evaluate a **musical work** and/or performance.	**MU:Re9.1.E.III** a. *Justify*, using personally- or collaboratively-developed **criteria**, evaluation of a **musical work** and/or performance.

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Secondary Music – Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: *How do musicians make meaningful connections to creating, performing, and responding?*

Beginning Standards	Intermediate Standards	Accomplished Standards
MU:Cn10.1.E.I - MU:Cn10.1.E.II - MU:Cn10.1.E.III a. **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music. **MU:Cn10.2.E.I - MU:Cn10.2.E.II - MU:Cn10.2.E.III** a. Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music. **MU:Cn10.3.E.I - MU:Cn10.3.E.II - MU:Cn10.3.E.III** a. **Analyze** and evaluate effect of technology on development of music and performance.		

Anchor Standard 11: 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 other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?*

Beginning Standards	Intermediate Standards	Accomplished Standards
MU:Cn11.1.E.I - MU:Cn11.1.E.II - MU:Cn11.1.E.III a. Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields. **MU:Cn11.2.E.I - MU:Cn11.2.E.II - MU:Cn11.2.E.III** a. Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged. **MU:Cn11.3.E.I - MU:Cn11.3.E.II - MU:Cn11.3.E.III** a. Explore careers in and related to the arts and how they impact local and global economies.		

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Secondary Music – Beginning Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.E.I.a** **Improvise** and compose melodic or rhythmic ideas *based on* characteristic(s) of other music or text(s).
Plan and Make	**MU:Cr2.1.E.I.a** Select and develop previously improvised/composed melodic or rhythmic ideas *based on* characteristic(s) of other music or text(s). **MU:Cr2.1.E.I.b** Preserve draft melodic or rhythmic ideas through **iconic/ standard notation** or recording.
Evaluate and Refine	**MU:Cr3.1.E.I.a** Evaluate and **refine** draft melodic or rhythmic ideas based on ***teacher-provided or class-developed criteria***.
Present	**MU:Cr3.2.E.I.a** **Share *melodic*** or ***rhythmic ideas*** that demonstrate understanding of creating music based upon characteristics of other music or text(s).
Process Components	**Performing**
Select	**MU:Pr4.1.E.I.a** Select varied **repertoire** based upon interest**, musicianship skills** (**reading, expression, technique**) of individual or **ensemble**, and **context** of performance.
Analyze	**MU:Pr4.2.E.I.a** Analyze how **musical elements** and **context** of **musical works** inform performances.
Interpret	**MU:Pr4.3.E.I.a** Identify **expressive qualities** in varied **repertoire** that relate to **context** and **expressive intent**.
Rehearse, Evaluate and Refine	**MU:Pr5.3.E.I.a** Use provided criteria for self-reflection and/or peer feedback to **refine** individual and **ensemble** performances of a varied **repertoire** of music.
Present	**MU:Pr6.1.E.I.a** Present musical work(s) with appropriate **technical accuracy** and **expressive qualities** through individual and **ensemble** performances of a varied **repertoire** of music. **MU:Pr6.1.E.I.b** Elicit informal or formal audience response through use of basic **expressive qualities** within **context** of music.

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

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Process Components	Responding
Select	**MU:Re7.1.E.I.a** Select music to experience based on interests and experiences.
Analyze	**MU:Re7.2.E.I.a** Identify the ***elements of music*** that inform a response to selected music.
Interpret	**MU:Re8.1.E.I.a** Identify **elements of music** that provide clues to **expressive intent** of creator(s) or performer(s).
Evaluate	**MU:Re9.1.E.I.a** Using provided **criteria**, evaluate a **musical work** and/or performance.
Connecting	
MU:Cn10.1.E.I.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.E.I.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.E.I.a **Analyze** and evaluate effect of technology on te development of music and performance.	
MU:Cn11.1.E.I.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.E.I.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.E.I.a Explore careers in and related to the arts and how they impact local and global economies.	

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Secondary Music – Intermediate Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.E.II.a** **Improvise** and compose **musical ideas** for short ***arrangements/compositions*** for specific ***purposes***.
Plan and Make	**MU:Cr2.1.E.II.a** Select and develop previously improvised/composed **musical ideas** for short ***arrangements/compositions*** for specific ***purposes***. **MU:Cr2.1.E.II.b** Preserve draft **arrangements/compositions** through **iconic/ standard notation** or recording.
Evaluate and Refine	**MU:Cr3.1.E.II.a** Evaluate and **refine arrangements/compositions** based on **teacher-provided** or **class-developed criteria**, *including extent to which the specific* ***purpose*** *was addressed.*
Present	**MU:Cr3.2.E.II.a** **Share arrangements/compositions** that demonstrate understanding of creating music for specific ***purposes***.
Process Components	**Performing**
Select	**MU:Pr4.1.E.II.a** *Use provided* ***criteria*** *to* select varied **repertoire** *based on* ***form***, **musicianship skills** of the individual or **ensemble**, and ***purpose*** *of the* ***performance***.
Analyze	**MU:Pr4.2.E.II.a** Analyze how **musical elements**, *simple* ***compositional devices*** *(i.e., tonality, repetition, and sequencing)* and **context** of **musical works** inform performances.
Interpret	**MU:Pr4.3.E.II.a** Identify and *demonstrate* **expressive qualities** in varied **repertoire** that relate to **context** and **expressive intent**.
Rehearse, Evaluate and Refine	**MU:Pr5.3.E.II.a** Use provided criteria for self-reflection and/or peer feedback to address ***expressive qualities*** and ***technical challenges*** to **refine** individual and **ensemble** performances of a varied **repertoire** of music.
Present	**MU:Pr6.1.E.II.a** Present musical work(s) with *refined* **technical accuracy** and ***expression*** through individual and **ensemble** performances of a varied **repertoire** of music. **MU:Pr6.1.E.II.b** Elicit informal or formal audience response through use of **expression** within **context** of the music.

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Process Components	Responding
Select	**MU:Re7.1.E.II.a** Select music to experience *explaining* ***connection*** to personal interests and experiences.
Analyze	**MU:Re7.2.E.II.a** Identify and e*xplain* how ***context*** and **elements of music** inform a response to selected music.
Interpret	**MU:Re8.1.E.II.a** Identify and *explain* how **elements of music** provide clues to **expressive intent** of the creator(s) or performer(s).
Evaluate	**MU:Re9.1.E.II.a** *Using personally- or collaboratively-developed* **criteria**, evaluate a **musical work** and/or performance.
Connecting	
MU:Cn10.1.E.II.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.E.II.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.E.II.a **Analyze** and evaluate effect of technology on development of music and performance.	
MU:Cn11.1.E.II.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.E.II.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.E.II.a Explore careers in and related to the arts and how they impact local and global economies.	

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Secondary Music – Accomplished Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.E.III.a** **Improvise** and **compose** **musical** **ideas** *for specific* **purposes** *and* ***contexts*** (i.e. ***cultural***, ***historical***, ***personal***, and ***social environment***).
Plan and Make	**MU:Cr2.1.E.III.a** Select, develop, and organize previously improvised/composed **musical** ideas into a ***complete work(s)*** for specific **purposes** and ***contexts***. **MU:Cr2.1.E.III.b** Preserve draft **complete work(s*)*** through **iconic/standard notation** or recording.
Evaluate and Refine	**MU:Cr3.1.E.III.a** Evaluate and **refine** **completed works** based on **personally established criteria** *including extent to which the specific* ***purpose*** *and* ***context*** were addressed.
Present	**MU:Cr3.2.E.III.a** Share personally-developed ***musical works*** that demonstrate understanding of creating music for specific **purposes** *and* ***contexts***.
Process Components	**Performing**
Select	**MU:Pr4.1.E.III.a** Develop and explain **criteria** to select a *varied* ***program*** based on ***form***, **musicianship skills** of individual or **ensemble**, and ***purpose*** and ***context*** *of the* ***performance***.
Analyze	**MU:Pr4.2.E.III.a** Analyze how the **musical elements**, **compositional devices**, and **context** of **musical works** inform performances.
Interpret	**MU:Pr4.3.E.III.a** Identify and demonstrate **expressive qualities** in varied **repertoire** and interpret ***performance practices*** that relate to **context**, ***genre***, and **expressive intent**.
Rehearse, Evaluate and Refine	**MU:Pr5.3.E.III.a** *Develop and apply strategies in response to* self-reflection and/or peer feedback to address **expressive qualities** and **technical challenges** to **refine** individual and **ensemble** performances of a varied **repertoire** of music.
Present	**MU:Pr6.1.E.III.a** Present musical work(s) with **technical accuracy** and ***expressive intent*** through individual and **ensemble** performances of a varied **repertoire** of music. **MU:Pr6.1.E.III.b** Elicit informal or formal audience response through demonstration of ***expressive intent*** within **context** of music.

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Process Components	Responding
Select	**MU:Re7.1.E.III.a** Select music to experience explaining **connection** to personal interests, experiences, *understandings, and **purposes***.
Analyze	**MU:Re7.2.E.III.a** Identify and explain how ***context*** and manipulation of **elements of music** inform a response to selected music.
Interpret	**MU:Re8.1.E.III.a** *Justify **interpretations*** of **expressive intent** of the creator(s) or performer(s) by *comparing and synthesizing varied researched sources.*
Evaluate	**MU:Re9.1.E.III.a** *Justify*, using personally- or collaboratively-developed **criteria**, evaluation of a **musical work** and/or performance.
Connecting	
MU:Cn10.1.E.III.a **Demonstrate** how interests, knowledge, and skills relate to personal choices and **intent** when creating, performing, and responding to music.	
MU:Cn10.2.E.III.a Incorporate traditional and emerging technologies to **create**, **perform** and **respond** to music.	
MU:Cn10.3.E.III.a **Analyze** and evaluate effect of technology on development of music and performance.	
MU:Cn11.1.E.III.a Make **connections** among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2.E.III.a Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	
MU:Cn11.3.E.III.a Explore careers in and related to the arts and how they impact local and global economies.	

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Glossary for Music Standards

AB: Musical form consisting of two sections, A and B, which contrast with each other (binary form).

ABA: Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form).

Analysis: (See **Analyze**).

Analyze: Examine in detail the structure and context of the music.

Arrangement: Setting or adaptation of an existing musical composition.

Articulation: Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones).

Artistic performance: Type of art created in front of or presented to an audience by the artist.

Audi ate: Hear and comprehend sounds in one's head (inner hearing), even when no sound is present.

Audience etiquette: Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed.

Beat: Underlying steady pulse present in most music.

Chord Progression: Series of chords sounding in succession; certain progressions are typical in certain styles/genres of music.

Collaboratively: Working together on a common (musical) task or goal.

Collaboratively-developed criteria: Qualities or traits for assessing achievement level that have been through a process of collective decision-making.

Composition: Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording.

Compositional devices: Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form.

Concepts, music: Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas.

Connection(s): Relationship(s) among artistic ideas, personal meaning, and/or external context.

Context: Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

Context, cultural: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

Context, historical: Conditions of time and place in which music was created or performed that provide meaning and influence the musical experience.

Context, personal: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

Context, social environment: Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

Craftsmanship: Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

Create: Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work.

Creative intent: Shaping of the elements of music to express and convey emotions, thoughts, and ideas.

Creator: One who originates a music composition, arrangement, or improvisation.

Criteria: Guidelines used to judge the quality of a student's performance (See **Rubric**).

Cultural context: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

Culture: Values and beliefs of a specific group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.

Demonstrate: Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

Dynamics: Level or range of loudness of a sound or sounds.

Elements of music: Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music.

Enduring understanding: Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations.

Ensemble: Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming.

Essential question: Question that is central to the core of a discipline –in this case, music – and promotes investigation to uncover corresponding enduring understanding(s).

Established criteria: Traits or dimensions for making quality judgments in music of a certain style, genre, cultural context, or historical period that have gained general acceptance and application over time.

Explore: Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

Expression: Feeling conveyed through music.

Expressive aspects: Characteristics that convey feeling in the presentation of musical ideas.

Expressive intent: The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music.

Expressive qualities: Qualities such as dynamics, tempo, articulation which – when combined with other elements of music – give a composition its musical identity.

Form(s): Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form.

Function: Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising.

Genre: Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country.

Guidance: Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently.

Harmonic sequences: Series of two or more chords commonly used to support melody/melodies.

Harmony: Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions.

Historical context: Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience.

Historical periods: Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900-).

Iconic notation: Representation of sound and its treatment using lines, drawings, pictures.

Imagine: Generate musical ideas for various purposes and contexts.

Imagination: Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced.

Improvisation: Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

Intent: Meaning or feeling of the music planned and conveyed by a creator or performer.

Interpret: Determine and demonstrate music's expressive intent and meaning when responding and performing.

Interpretation: Intent and meaning that a performer realizes in studying and performing a piece of music.

Major: Tonality in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half.

Melodic contour: Shape of a melody created by the way its pitches repeat and move up and down in steps and skips.

Melodic passage: Short section or series of notes within a larger work that constitutes a single coherent melodic idea.

Melodic pattern: Grouping, generally brief, of tones or pitches.

Melody: Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music.

Meter: Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter).

Minor: Tonality in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic.

Model cornerstone assessment: Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components.

Motif/motive: Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element.

Movement: Act of moving in non-locomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds.

Music literacy: Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding.

Music vocabulary: Domain-specific words traditionally used in performing, studying, or describing music.

Musical idea(s): Idea(s) expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

Musical work: Piece of music preserved as a notated copy or sound recording or passed through oral tradition.

Notation: Visual representation of musical sounds.

Perform: Process of realizing artistic ideas and work through interpretation and presentation.

Performing, performance: Experience of engaging in the act of presenting music in a classroom or private or public venue (See **Artistic Performance**).

Performance decorum: Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire.

Performance practice: Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work.

Personally-developed criteria: Qualities or traits for assessing achievement level developed by students individually.

Phrase: Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text.

Phrasing: Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling.

Piece: General, non-technical term referring to a composition or musical work.

Pitch: Identification of a tone or note with respect to highness or lowness (i.e., frequency).

Plan: Select and develop musical ideas for creating a musical work.

Present: Share artistic work (e.g., a composition) with others.

Program: Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting.

Purpose: Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

Refine: Make small changes in musical works or performances to more effectively realize intent through technical quality or expression.

Repertoire: Body or set of musical works that can be performed.

Respond: Understand and evaluate how the arts convey meaning.

Revise: Make large changes in musical works or performances to more effectively realize intent through technical quality or expression.

Rhythm: Duration or length of sounds and silences that occur in music; organization of sounds and silences in time.

Rhythmic pattern: Grouping, generally brief, of long and short sounds and silences.

Select: Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

Share: Present artistic work (e.g., a composition) to others.

Social context: Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

Sound source: Any device, activity, or item that emits or makes sound.

Standard notation: System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation.

Structure: Totality of a musical work.

Student-developed criteria: Qualities or traits for assessing achievement level that are developed by the student.

Style: Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre.

Teacher-provided criteria: Qualities or traits for assessing achievement level that are provided to students by the teacher.

Technical challenges: Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution.

Technical accuracy, technical skill: Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work.

Tempo: Rate or speed of the beat in a musical work or performance.

Timbre: Tone color or tone quality that distinguishes one sound source, instrument, or voice from another.

Tonality: Tonic or key tone around which a piece of music is centered.

Transfer: Use music knowledge and skills appropriately in a new context.

Venue: Physical setting in which a musical event takes place.