North Dakota Music Content Standards

Grades K-12

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Second Draft

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Document Revision Log

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Introduction

The North Dakota music content standards articulate the knowledge and skills that students should know and be able to do when creating, performing, and responding to music. Framed within the Artistic Processes (Create, Perform, Respond, and Connect) the music standards use the eleven anchor standards found in all the arts areas. While these new standards may appear quite different, the previous nine music standards are included within these processes. Along with understanding the tradition of music as human expression throughout history and across cultures, these standards focus on engaging with conceptual understandings and skills that reflect the actual creative processes in which musicians engage.

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

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

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

The 2018 North Dakota Music standards were developed referencing a variety of sources including state and national music standards. The format closely follows the 2014 National Music Standards.

It is important to note that the standards have the following embedded into them:

- The 2000 North Dakota Music Standards
- 21st Century Skills

These standards are written to indicate proficiency at the end of the grade or level. All content areas share the same 11 anchor standards, with the degree of depth and complexity increasing throughout grades or levels.

Resources:

Opportunity-to-Learn Standards

In order 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
nationalartsstandards.org

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.

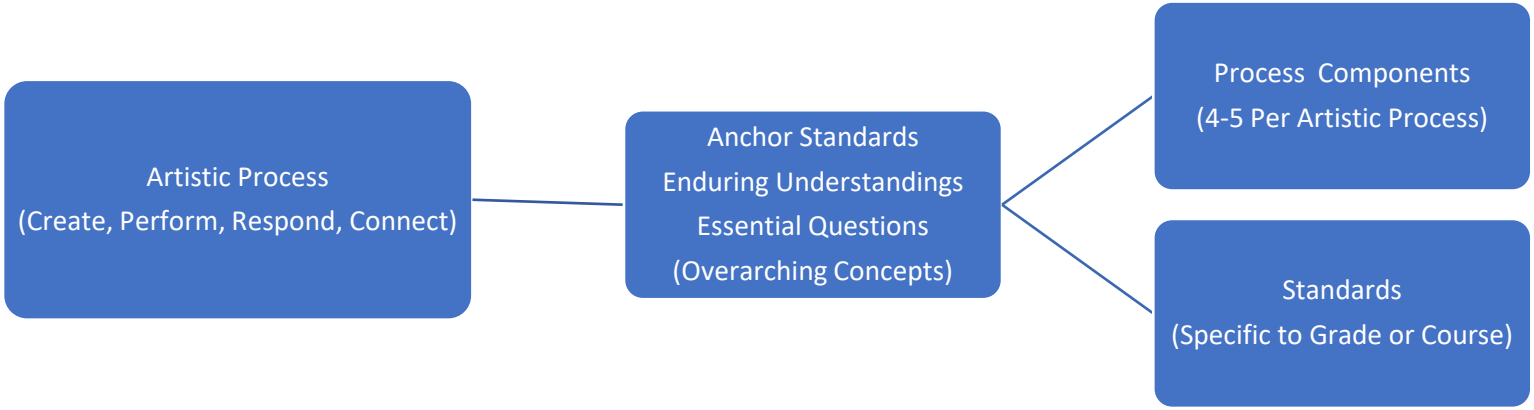
Anchor Standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

Enduring Understandings are statements summarizing important ideas and processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular 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, even demand transfer beyond the particular 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 the actions artists carry out as they complete each artistic process. These play a key role in generating enduring understandings and grade/course standards.

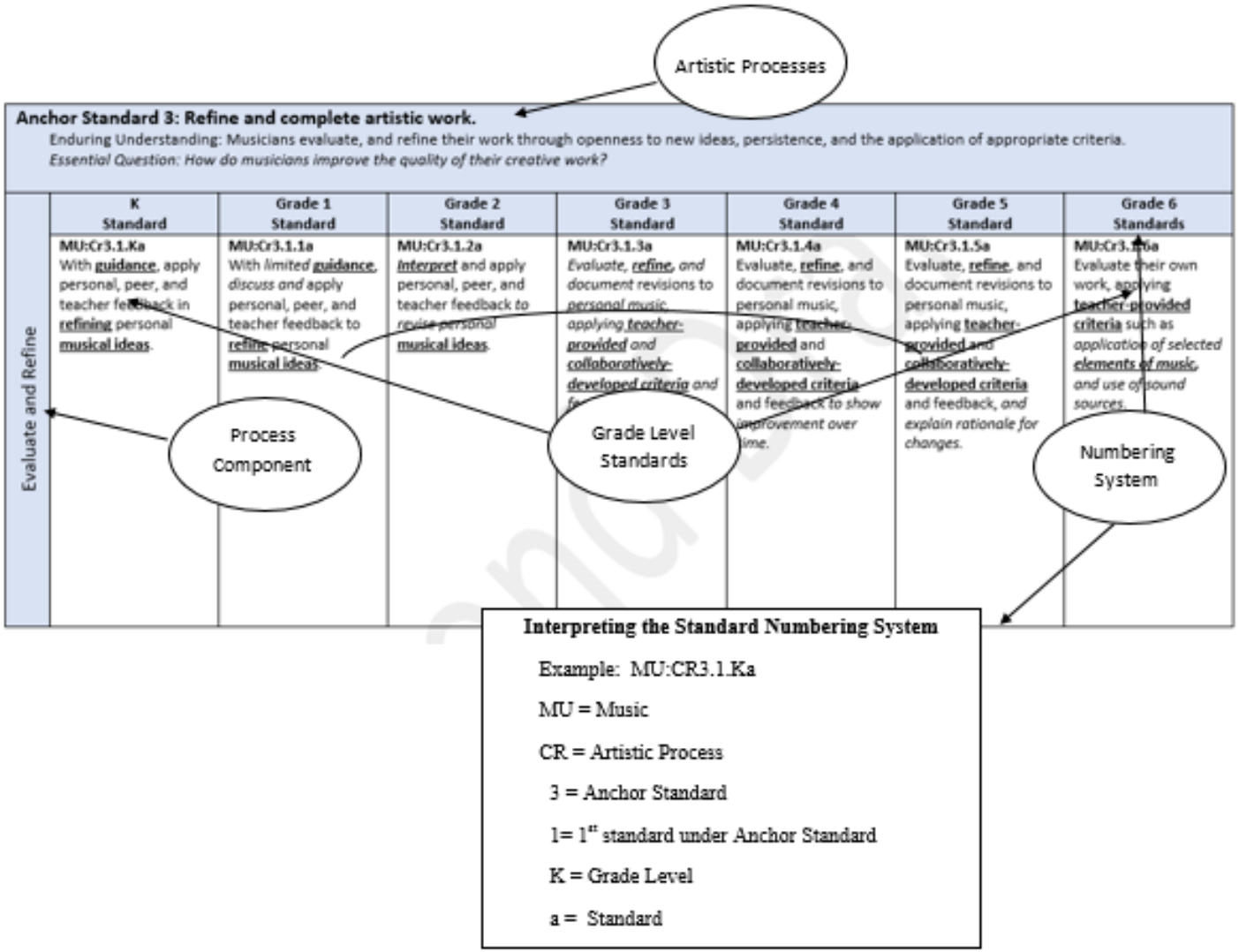
Standards are discipline-specific (dance, media arts, music, visual arts, theatre), grade-by-grade or course-by-course articulations of student achievement.



This chart demonstrates the higher level thinking skills that are found in multiple Artistic Process Components. The different colors indicate where the Process Components occur in more than one Artistic Process.

Creating	Performing	Responding
Imagine	Select	Select
Plan and Make	Analyze	Analyze
	Interpret	Interpret
Evaluate and Refine	Rehearse Evaluate and Refine	Evaluate
Present	Present	
Connecting		

This chart identifies where the various components are placed in the standards documents. Words in bold with underline are defined in the glossary. Words in italics indicate what is new from grade level to grade level.



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

Anchor Standard 2: Organize and develop artistic ideas and work.

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

Essential Question: How do musicians make creative decisions?

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

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standards
Evaluate and Refine	**MU:Cr3.1.Ka** With **guidance**, apply personal, peer, and teacher feedback in **refining** personal **musical ideas**.	**MU:Cr3.1.1a** With *limited* **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.	**MU:Cr3.1.2a** ***Interpret*** and apply personal, peer, and teacher feedback *to revise personal* **musical ideas**.	**MU:Cr3.1.3a** *Evaluate,* ***refine,*** *and document* revisions to *personal music, applying* ***teacher-provided*** *and* ***collaboratively-developed criteria*** *and feedback.*	**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.*	**MU:Cr3.1.5a** Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively-developed criteria** and feedback, *and explain rationale for changes.*	**MU:Cr3.1.6a** Evaluate their own work, applying **teacher-provided criteria** such as *application of selected* ***elements of music,*** *and use of sound sources*.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

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

Music - Elementary Music							
Artistic Process: Perform							
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.Ka** With **guidance**, **demonstrate** and state personal interest in varied musical selections.	**MU:Pr4.1.1a** With *limited* **guidance**, **demonstrate** *and discuss* personal interest in, *knowledge about, and* ***purpose*** *of* varied musical selections.	**MU:Pr4.1.2a** **Demonstrate** *and explain* personal interest in, knowledge about, and **purpose** of varied musical selections.	**MU:Pr4.1.3a** **Demonstrate** and explain *how the selection of music to* ***perform*** *is influenced by personal interest, knowledge,* **purpose**, *and* ***context***.	**MU:Pr4.1.4a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose, context**, *and* ***technical skill***.	**MU:Pr4.1.5a** **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:Pr4.1.6a** Apply ***teacher-provided criteria*** for selecting music to **perform** for a specific **purpose** and/or **context,** and explain why each was chosen.

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

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard
Interpret	**MU:Pr4.3.Ka** With **guidance**, **demonstrate** awareness of **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	**MU:Pr4.3.1a** ***Demonstrate*** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**) that support the **creators' expressive intent**.	**MU:Pr4.3.2a** **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* ***creators*** *use them to convey* ***expressive intent***.	**MU:Pr4.3.3a** **Demonstrate** *and describe how* ***intent*** *is conveyed through* **expressive qualities** (such as **dynamics** and **tempo**).	**MU:Pr4.3.4a** **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre****)*.	**MU:Pr4.3.5a** **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** *(*such as **dynamics**, **tempo**, **timbre**, *and* ***articulation/style****)*.	**MU:Pr4.3.6a** ***Perform*** *a selected piece of music* demonstrating how their ***interpretations*** *of the* ***elements of music*** and the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and ***phrasing***) convey **intent**.

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?

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

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 influence audience response.

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

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards
Present	**MU:Pr6.1.Ka** With **guidance**, **perform** music with **expression**.	**MU:Pr6.1.1a** With *limited* **guidance**, **perform** music for a specific ***purpose*** with **expression**.	**MU:Pr6.1.2a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy***.	**MU:Pr6.1.3a** **Perform** music with **expression** and **technical accuracy**.	**MU:Pr6.1.4a** **Perform** music, *alone or with others*, with **expression** and **technical accuracy**, and appropriate **interpretation**.	**MU:Pr6.1.5a** **Perform** music, alone or with others, with **expression**, **technical accuracy**, and appropriate **interpretation**.	**MU:Pr6.1.6a** **Perform** the music with **technical accuracy** to convey the ***creator's intent***.
	MU:Pr6.1.Kb **Perform** appropriately for the audience.	**MU:Pr6.1.1b** **Perform** appropriately for the audience and ***purpose*.**	**MU:Pr6.1.1b** **Perform** appropriately for the audience and **purpose**.	**MU:Pr6.1.3b** **Demonstrate** ***performance decorum*** *and* ***audience etiquette*** *appropriate for the* ***context*** *and* ***venue***.	**MU:Pr6.1.4b** **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, *and* ***genre***.	**MU:Pr6.1.5b** **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, *and* ***style***.	**MU:Pr6.1.6b** **Demonstrate performance decorum** (*such as stage presence, attire, and behavior)* and **audience etiquette** appropriate for **venue** and ***purpose***.

Music - Elementary Music							
Artistic Process: Respond							
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.Ka** With **guidance**, list personal interests and experiences and **demonstrate** why they prefer some music selections over others.	**MU:Re7.1.1a** With *limited* **guidance**, *identify and* **demonstrate** *how* personal interests and experiences *influence musical selection* for *specific* ***purposes***.	**MU:Re7.1.2a** **Demonstrate** *and describe* how personal interests and experiences influence musical selection for specific **purposes**.	**MU:Re7.1.3a** **Demonstrate** *and explain* how *selected music connects to* and is influenced by *specific interests, experiences,* or **purposes**.	**MU:Re7.1.4a** **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, ***purposes****, or* ***contexts***.	**MU:Re7.1.5a** **Demonstrate** and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**MU:Re7.1.6a** *Select or choose music to listen to* and explain the **connections** to specific interests or experiences for a specific **purpose** or **contexts**.

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

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

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

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

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

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 the 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.Ka** With **guidance**, apply personal and expressive preferences in the evaluation of music.	**MU:Re9.1.1a** With *limited* **guidance**, apply personal and expressive preferences in the evaluation *of music for specific* ***purposes***.	**MU:Re9.1.2a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.	**MU:Re9.1.3a** *Evaluate* ***musical works*** *and* ***performances****, applying* ***established criteria****, and describe appropriateness to the* ***context***.	**MU:Re9.1.4a** Evaluate **musical works** and **performances,** applying **established criteria**, and explain appropriateness to the **context**.	**MU:Re9.1.5a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context***, citing evidence from the* ***elements of music***.	**MU:Re9.1.6a** Apply ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**.

Music – Elementary Music

Artistic Process: 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 Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards
MU:Cn10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cn10.2** Incorporate traditional and emerging technologies to create, perform and respond to music. **MU:Cn10:3** Analyze and evaluate the effect of technology on the 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 Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards
MU:Cn11.1 Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields. **MU:Cn11.2** 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** Explore careers in and related to the arts and how they impact local and global economies.						

[transition statement placeholder]

The page that follows provides a chart showing all music standards for that single level. (The sample chart is for Kindergarten.) In the final standards document, each Elementary Music level will have a similar chart.

Elementary Music – Grade 1 Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.1a** With *limited* **guidance**, *create* ***musical ideas*** (*such as answering a musical question) for a specific* ***purpose***. **MU:Cr1.1.1b** 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:Cr2.1.1a** *With limited* **guidance**, **demonstrate** *and discuss personal reasons for selecting* **musical ideas** *that represent* ***expressive intent***. **MU:Cr2.1.1b** With *limited* **guidance,** use **iconic** *or* ***standard notation*** and/or recording technology *to document and organize* personal **musical ideas**.
Evaluate and Refine	**MU:Cr3.1.1a** With *limited* **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.
Present	**MU:Cr3.2.1a** With *limited* **guidance**, *convey* ***expressive intent*** for a specific ***purpose*** by ***presenting*** a final version of personal **musical ideas** to peers *or informal audience.*
Process Components	**Performing**
Select	**MU:Pr4.1.1a** With *limited* **guidance**, **demonstrate** *and discuss* personal interest in, *knowledge about, and* ***purpose*** *of* varied musical selections.
Analyze	**MU:Pr4.2.1a** 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:Pr4.2.1b** When **analyzing** selected music, read and perform **rhythmic patterns** using **iconic** or **standard notation**.
Interpret	**MU:Pr4.3.1a** ***Demonstrate*** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**) that support the **creators' expressive intent**.
Rehearse, Evaluate and Refine	**MU:Pr5.1.1a** With *limited* **guidance**, apply personal, teacher, and peer feedback to **refine performances**. **MU:Pr5.1.1b** With *limited* **guidance**, use suggested strategies in rehearsal *to address interpretive challenges* of music.
Present	**MU:Pr6.1.1a** With *limited* **guidance**, **perform** music for a specific ***purpose*** with **expression**. **MU:Pr6.1.1b** **Perform** appropriately for the audience *and* ***purpose.***
Process Components	**Responding**
Select	**MU:Re7.1.1a** With *limited* **guidance**, *identify and* **demonstrate** *how* personal interests and experiences *influence musical selection* for *specific* ***purposes***.
Analyze	**MU:Re7.2.1a** 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:Re8.1.1a** With *limited* **guidance**, **demonstrate** and *identify* **expressive qualities** *(such as* ***dynamics*** *and* ***tempo****)* that reflect the **creators'** or **performers' expressive intent**.
Evaluate	**MU:Re9.1.1a** With *limited* **guidance**, apply personal and expressive preferences in the evaluation *of music for specific* ***purposes***.
Connecting	
MU:Cn10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
MU:Cn10.2 Incorporate traditional and emerging technologies to create, perform and respond to music.	
MU:Cn10.3 Analyze and evaluate the effect of technology on the development of music and performance.	
MU:Cn11.1 Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2 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 Explore careers in and related to the arts and how they impact local and global economies.	

Elementary Music – Grade 2 Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.2a** *Improvise* ***rhythmic and melodic patterns*** *and* **musical ideas** for a specific **purpose**. **MU:Cr1.1.2b** Generate **musical** patterns and **ideas** *within the* ***context*** *of a given* ***tonality*** (such as **major** and **minor**) *and* ***meter*** (such as duple and triple).
Plan And Make	**MU:Cr2.1.2a** **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for music* that represent **expressive intent**. **MU:Cr2.1.2b** Use **iconic** or **standard** notation and/or recording technology to *combine, sequence,* and document personal **musical ideas**.
Evaluate and Refine	**MU:Cr3.1.2a** ***Interpret*** and apply personal, peer, and teacher feedback *to revise personal* **musical ideas**.
Present	**MU:Cr3.2.2a** 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:Pr4.1.2a** **Demonstrate** *and explain* personal interest in, knowledge about, and **purpose** of varied musical selections.
Analyze	**MU:Pr4.2.2a** **Demonstrate** knowledge of music **concepts** *(such as* ***tonality*** *and* ***meter****)* in music from a variety of **cultures** selected for **performance**. **MU:Pr4.2.2b** When **analyzing** selected music, read and perform ***rhythmic*** *and* ***melodic*** **patterns** using **iconic** or **standard notation**.
Interpret	**MU:Pr4.3.2a** **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* ***creators*** *use them to convey* ***expressive intent***.
Rehearse, Evaluate and Refine	**MU:Pr5.1.2a** *Apply* ***established criteria*** *to judge the accuracy, expressiveness, and effectiveness of* **performances**. **MU:Pr5.1.2b** Rehearse, *identify* and apply strategies to address interpretive, *performance, and* ***technical*** **challenges** of music.
Present	**MU:Pr6.1.2a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy***. **MU:Pr6.1.1b** **Perform** appropriately for the audience and **purpose**.
Process Components	**Responding**
Select	**MU:Re7.1.2a** **Demonstrate** *and describe* how personal interests and experiences influence musical selection for specific **purposes**.
Analyze	**MU:Re7.2.2a** *Describe* how specific music ***concepts*** are used *to support a specific* ***purpose*** *in music.*
Interpret	**MU:Re8.1.2a** **Demonstrate** *knowledge* of music ***concepts*** and *how they support* **creators'** or **performers' expressive intent**.
Evaluate	**MU:Re9.1.2a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.
Connecting	
MU:Cn10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
MU:Cn10.2 Incorporate traditional and emerging technologies to create, perform and respond to music.	
MU:Cn10.3 Analyze and evaluate the effect of technology on the development of music and performance.	
MU:Cn11.1 Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2 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 Explore careers in and related to the arts and how they impact local and global economies.	

The tables that follow provide standards for secondary music courses.

Music – Secondary			
Artistic Process: 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.Ia** Improvise and **compose** *melodic or rhythmic ideas based on* characteristic(s) of other music or text(s)	**MU:Cr1.1.E.IIa** Improvise and **compose** musical ideas for short arrangements/*compositions* for specific *purposes*.	**MU:Cr1.1.E.IIIa** 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 Standard	**Intermediate Standard**	**Accomplished Standard**
Plan and Make	**MU:Cr2.1.E.Ia** Select and develop previously improvised/composed ***melodic*** *or* ***rhythmic ideas*** *based on* characteristic(s) of other music or text(s)**.** **MU:Cr2.1.E.1b** Preserve draft ***melodic*** or ***rhythmic ideas*** through **iconic/ standard notation** or recording.	**MU:Cr2.1.E.IIa** Select and develop previously improvised/composed **musical** ideas for short **arrangements/*compositions*** for specific ***purposes*.** **MU:Cr2.1.E.IIb** Preserve draft **arrangements/compositions** through **iconic/ standard notation** or recording.	**MU:Cr2.1.E.IIIa** Select, develop, and organize previously improvised/composed **musical** ideas into a ***complete work(s)*** for specific **purposes** and ***contexts***. **MU:Cr2.1.E.IIIb** Preserve draft **complete work(s)** through **iconic/ standard notation** or recording.

Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. *Essential Question: How do musicians improve the quality of their creative work?*			
	Beginning Standard	**Intermediate Standard**	**Accomplished Standard**
Evaluate and Refine	**MU:Cr3.1.E.Ia** Evaluate and **refine** draft ***melodic*** or ***rhythmic ideas*** based on ***teacher-provided*** *or* ***class-developed criteria.***	**MU:Cr3.1.E.IIa** Evaluate and **refine arrangements/compositions** based on **teacher-provided** or **class-developed criteria**, *including the extent to which the specific* ***purpose*** *was addressed.*	**MU:Cr3.1.E.IIIa** Evaluate and **refine completed works** based on **personally established criteria** *including the extent to which the 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.Ia** **Share *melodic*** or ***rhythmic ideas*** that demonstrate understanding of creating music based upon characteristics of other music or text(s)	**MU:Cr3.2.E.IIa** **Share arrangements/compositions** that demonstrate understanding of creating music for specific ***purposes*.**	**MU:Cr3.2.E.IIIa** **Share** personally-developed ***musical works*** that demonstrate understanding of creating music for specific **purposes** *and* ***contexts***.

Music – Secondary			
Artistic Process: 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: How do performers select repertoire?*			
	Beginning Standard	**Intermediate Standard**	**Accomplished Standard**
Select	**MU:Pr4.1.E.Ia** Select varied **repertoire** based upon interest**, musicianship skills (reading, expression, technique)** of the individual or **ensemble**, and the **context** of the performance.	**MU:Pr4.1.E.IIa** *Use provided **criteria** to* select varied **repertoire** *based on **form**,* **musicianship skills** of the individual or **ensemble**, and the ***purpose** of the **performance**.*	**MU:Pr4.1.E.IIIa** Develop and explain **criteria** to select a *varied **program*** based on ***form**,* **musicianship skills** of the individual or **ensemble**, and the ***purpose*** and ***context** of the **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.Ia** Analyze how the **musical elements** and **context** of **musical works** inform performances.	**MU:Pr4.2.E.IIa** Analyze how the **musical elements**, *simple **compositional devices** (i.e., tonality, repetition, and sequencing)* and **context** of **musical works** inform performances.	**MU:Pr4.2.E.IIIa** Analyze how the **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.Ia** Identify **expressive qualities** in varied **repertoire** that relate to the **context** and **expressive intent**.	**MU:Pr4.3.E.IIa** Identify and *demonstrate* **expressive qualities** in varied **repertoire** that relate to the **context** and **expressive intent**.	**MU:Pr4.3.E.IIIa** Identify and demonstrate **expressive qualities** in varied **repertoire** and interpret ***performance practices*** that relate to the **context*, genre,*** and **expressive intent**.

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.Ia** 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.IIa** 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.IIIa** *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.

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.

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

	Beginning Standard	Intermediate Standard	Accomplished Standard
Present	**MU:Pr6.1.E.Ia** 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.Ib** Elicit informal or formal audience response through the use of basic **expressive qualities** within the **context** of the music.	**MU:Pr6.1.E.IIa** 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.IIb** Elicit informal or formal audience response through the use of **expression** within the **context** of the music.	**MU:Pr6.1.E.IIIa** 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.IIIb** Elicit informal or formal audience response through the demonstration of ***expressive intent*** within the **context** of the music.

Music – Secondary			
Artistic Process: 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.Ia** Select music to experience based on interests and experiences.	**MU:Re7.1.E.IIa** Select music to experience *explaining* ***connection*** to personal interests and experiences.	**MU:Re7.1.E.IIIa** 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 the elements of music. *Essential Question: How does understanding the structure and context of the music influence a response?*			
	Beginning Standard	**Intermediate Standard**	**Accomplished Standard**
Analyze	**MU:Re7.2.E.Ia** Identify the ***elements of music*** that inform a response to selected music.	**MU:Re7.2.E.IIa** Identify and e*xplain* how ***context*** and the **elements of music** inform a response to selected music.	**MU:Re7.2.E.IIIa** Identify and explain how ***context*** and the manipulation of **elements of music** inform a response to selected music.

Anchor 8: Interpret intent and meaning in artistic work.

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

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

	Beginning Standard	Intermediate Standard	Accomplished Standard
Interpret	**MU:Re8.1.E.Ia** Identify **elements of music** that provide clues to the **expressive intent** of the creator(s) or performer(s).	**MU:Re8.1.E.IIa** Identify and *explain* how the **elements of music** provide clues to the **expressive intent** of the creator(s) or performer(s).	**MU:Re8.1.E.IIIa** *Justify* ***interpretations*** of the **expressive intent** of the 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 the quality of musical work(s) and performance(s)?

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

Secondary Music – Beginning Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.E.Ia** **Improvise** and compose ***melodic*** *or* ***rhythmic ideas*** *based on* characteristic(s) of other music or text(s)
Plan and Make	**MU:Cr2.1.E.Ia** Select and develop previously improvised/composed ***melodic*** *or* ***rhythmic ideas*** *based on* characteristic(s) of other music or text(s) **MU:Cr2.1.E.Ib** Preserve draft ***melodic*** or ***rhythmic ideas*** through **iconic/standard notation** or recording.
Evaluate and Refine	**MU:Cr3.1.E.Ia** Evaluate and **refine** draft ***melodic*** or ***rhythmic ideas*** based on ***teacher-provided or class-developed criteria.***
Present	**MU:Cr3.2.E.Ia** **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.Ia** Select varied **repertoire** based upon interest, **musicianship skills** (reading, expression, technique) of the individual or **ensemble**, and the **context** of the performance.
Analyze	**MU:Pr4.2.E.Ia** Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**.
Interpret	**MU:Pr4.3.E.Ia** Identify **expressive qualities** in varied **repertoire** that relate to the **context** and **expressive intent**.
Rehearse, Evaluate and Refine	**MU:Pr5.3.E.Ia** 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.Ia** 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.Ib** Elicit informal or formal audience response through the use of basic **expressive qualities** within the **context** of the music.
Process Components	**Responding**
Select	**MU:Re7.1.E.Ia** Select music to experience based on interests and experiences.
Analyze	**MU:Re7.2.E.Ia** Identify the ***elements of music*** that inform a response to selected music.
Interpret	**MU:Re8.1.E.Ia** Identify **elements of music** that provide clues to the **expressive intent** of the creator(s) or performer(s).
Evaluate	**MU:Re9.1.E.Ia** Using provided **criteria**, evaluate a **musical work** and/or performance.
Connecting	
MU:Cn10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
MU:Cn10.2 Incorporate traditional and emerging technologies to create, perform and respond to music.	
MU:Cn10.3 Analyze and evaluate the effect of technology on the development of music and performance.	
MU:Cn11.1 Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2 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 Explore careers in and related to the arts and how they impact local and global economies.	

Secondary Music – Intermediate Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.E.IIa** **Improvise** and compose **musical ideas** for short ***arrangements/compositions*** for specific ***purposes*.**
Plan and Make	**MU:Cr2.1.E.IIa** Select and develop previously improvised/composed **musical ideas** for short ***arrangements/compositions*** for specific ***purposes*.** **MU:Cr2.1.E.IIb** Preserve draft **arrangements/compositions** through **iconic/standard notation** or recording.
Evaluate and Refine	**MU:Cr3.1.E.IIa** Evaluate and **refine arrangements/compositions** based on **teacher-provided** or **class-developed criteria**, *including the extent to which the specific* ***purpose*** *was addressed.*
Present	**MU:Cr3.2.E.IIa** **Share arrangements/compositions** that demonstrate understanding of creating music for specific ***purposes*.**
Process Components	**Performing**
Select	**MU:Pr4.1.E.IIa** *Use provided* ***criteria*** *to* select varied **repertoire** *based on* ***form*****,** **musicianship skills** of the individual or **ensemble**, and the ***purpose*** *of the* ***performance***.
Analyze	**MU:Pr4.2.E.IIa** Analyze how the **musical elements**, *simple* ***compositional devices*** *(i.e., tonality, repetition, and sequencing)* and **context** of **musical works** inform performances.
Interpret	**MU:Pr4.3.E.IIa** Identify and *demonstrate* **expressive qualities** in varied **repertoire** that relate to the **context** and **expressive intent**.
Rehearse, Evaluate and Refine	**MU:Pr5.3.E.IIa** 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.IIa** 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.IIb** Elicit informal or formal audience response through the use of **expression** within the **context** of the music.
Process Components	**Responding**
Select	**MU:Re7.1.E.IIa** Select music to experience *explaining* ***connection*** to personal interests and experiences.
Analyze	**MU:Re7.2.E.IIa** Identify and e*xplain* how ***context*** and the **elements of music** inform a response to selected music.
Interpret	**MU:Re8.1.E.IIa** Identify and *explain* how the **elements of music** provide clues to the **expressive intent** of the creator(s) or performer(s).
Evaluate	**MU:Re9.1.E.IIa** *Using personally- or collaboratively-developed* **criteria**, evaluate a **musical work** and/or performance.
Connecting	
MU:Cn10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
MU:Cn10.2 Incorporate traditional and emerging technologies to create, perform and respond to music.	
MU:Cn10.3 Analyze and evaluate the effect of technology on the development of music and performance.	
MU:Cn11.1 Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2 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 Explore careers in and related to the arts and how they impact local and global economies.	

Secondary Music – Accomplished Standards	
Process Components	**Creating**
Imagine	**MU:Cr1.1.E.IIIa** **Improvise** and compose **musicalideas***for specific***purposes** *and* ***contexts*** (i.e. ***cultural, historical, personal, and social environment***).
Plan and Make	**MU:Cr2.1.E.IIIa** Select, develop, and organize previously improvised/composed **musical** ideas into a ***complete work(s)*** for specific **purposes** and ***contexts***. **MU:Cr2.1.E.IIIb** Preserve draft **complete work(s)** through **iconic/standard notation** or recording.
Evaluate and Refine	**MU:Cr3.1.E.IIIa** Evaluate and **refine completed works** based on **personally-established criteria** *including the extent to which the specific* ***purpose*** *and* ***context*** *were addressed.*
Present	**MU:Cr3.2.E.IIIa** **Share** personally-developed ***musical works*** that demonstrate understanding of creating music for specific **purposes** *and* ***contexts***.
Process Components	**Performing**
Select	**MU:Pr4.1.E.IIIa** Develop and explain **criteria** to select a *varied* ***program*** based on ***form,*** **musicianship skills** of the individual or **ensemble**, and the ***purpose*** and ***context*** *of the* ***performance***.
Analyze	**MU:Pr4.2.E.IIIa** Analyze how the **musical elements, compositional devices,** and **context** of **musical works** inform performances.
Interpret	**MU:Pr4.3.E.IIIa** Identify and demonstrate **expressive qualities** in varied **repertoire** and interpret ***performance practices*** that relate to the **context,** ***genre,*** and **expressive intent**.
Rehearse, Evaluate and Refine	**MU:Pr5.3.E.IIIa** *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.IIIa** 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.IIIb** Elicit informal or formal audience response through the demonstration of ***expressive intent*** within the **context** of the music.
Process Components	**Responding**
Select	**MU:Re7.1.E.IIIa** Select music to experience explaining **connection** to personal interests, experiences, *understandings, and* ***purposes***.
Analyze	**MU:Re7.2.E.IIIa** Identify and explain how ***context*** and the manipulation of **elements of music** inform a response to selected music.
Interpret	**MU:Re8.1.E.IIIa** *Justify* ***interpretations*** of the **expressive intent** of the creator(s) or performer(s) by *comparing and synthesizing varied researched sources.*
Evaluate	**MU:Re9.1.E.IIIa** *Justify*, using personally- or collaboratively-developed **criteria**, evaluation of a **musical work** and/or performance.
Connecting	
MU:Cn10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
MU:Cn10.2 Incorporate traditional and emerging technologies to create, perform and respond to music.	
MU:Cn10.3 Analyze and evaluate the effect of technology on the development of music and performance.	
MU:Cn11.1 Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
MU:Cn11.2 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 Explore careers in and related to the arts and how they impact local and global economies.	