Discipline: Music   **Artistic Process**: Creating
Anchor Standard: Generate and conceptualize artistic ideas and work.
Process Component: Imagine
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Pre K MU:Cr1.1.PK	Kindergarten MU:Cr1.1.K	1st MU:Cr1.1.1	2nd MU:Cr1.1.2	3rd MU:Cr1.1.3
With substantial **guidance, explore** and experience a variety of music	**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**).	**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).*	**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**) *and* **meter** (such as duple and triple).	**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**.

4th MU:Cr1.1.4	5th MU:Cr1.1.5	6th MU:Cr1.1.6	7th MU:Cr1.1.7	8th MU:Cr1.1.8
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**.	**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.*	Generate simple rhythmic, melodic, and harmonic *phrases* within **AB** and **ABA forms** that convey **expressive intent**.	Generate rhythmic, melodic, and harmonic *phrases* and *variations over harmonic accompaniments* within **AB**, **ABA,** or *theme and variation* **forms** that convey **expressive intent**.	Generate rhythmic, melodic and harmonic *phrases* and harmonic *accompaniments* within *expanded forms (including introductions, transitions, and codas)* that convey **expressive intent**.

Discipline: Music   **Artistic Process**: Creating
Anchor Standard: Organize and develop artistic ideas and work
Process Component: Plan and Make
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question(s): How do musicians make creative decisions?

Pre K MU:Cr2.1.PK	Kindergarten MU:Cr2.1.K	1st MU:Cr2.1.1	2nd MU:Cr2.1.2	3rd MU:Cr2.1.3
a. With substantial **guidance**, **explore** favorite **musical ideas** (such as **movements**, **vocalizations**, or instrumental accompaniments). **b.** With substantial **guidance**, select and keep track of the order for performing original **musical ideas,** using **iconic notation** and/or recording technology.	**a.** With **guidance**, *demonstrate and choose favorite **musical ideas**.* **b.** With **guidance**, *organize* personal ***musical ideas*** using **iconic notation** and/or recording technology.	**a.** *With limited* guidance, **demonstrate** *and discuss personal reasons for selecting **musical ideas** that represent **expressive intent**.* **b.** With *limited* **guidance,** use **iconic** *or **standard notation*** and/or recording technology *to document and organize* personal **musical ideas**.	**a. Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for music* that represent **expressive intent**. **b.** Use **iconic** or **standard** notation and/or recording technology to *combine, sequence,* and document personal **musical ideas**.	**a. Demonstrate** *selected **musical ideas** for a simple **improvisation** or **composition** to express **intent**, and describe **connection** to a specific **purpose** and **context**.* **b.** Use **standard** and/or **iconic notation** and/or recording technology to document personal *rhythmic and melodic* **musical ideas**.

Discipline: Music   **Artistic Process**: Creating
Anchor Standard: Organize and develop artistic ideas and work
Process Component: Plan and Make
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question(s): How do musicians make creative decisions?

4th MU:Cr2.1.4	5th MU:Cr2.1.5	6th MU:Cr2.1.6	7th MU:Cr2.1.7	8th MU:Cr2.1.8
a. Demonstrate selected *and organized* **musical ideas** for *an* **improvisation**, *arrangement,* or **composition** to express **intent**, *and explain* **connection** *to* **purpose** and **context**. **b.** Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, *and simple harmonic* **musical ideas**.	**a. Demonstrate** selected and *develop*ed **musical ideas** for **improvisations**, *arrangements, or compositions* to express **intent**, and explain **connection** to **purpose** and **context**. **b.** Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, and *two-chord* harmonic **musical ideas**.	**a.** 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**. **b.** 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**.	**a.** Select, organize, develop and document personal **musical ideas** *for arrangements*, *songs*, and **compositions** within **AB**, **ABA,** or *theme and variation* **forms** that **demonstrate** *unity and variety* and convey **expressive intent**. **b.** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases**, melodic phrases, and *harmonic sequences*.	**a.** Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate** *tension and release*, **unity** and **variety,** *balance,* and convey **expressive intent**. **b.** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal rhythmic **phrases**,melodic phrases, and **harmonic sequences**.

Discipline: Music   **Artistic Process**: Creating

Anchor Standard: Refine and complete artistic work.

Process Component: Evaluate and Refine

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

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

Pre K MU:Cr3.1.PK	Kindergarten MU:Cr3.1.K	1st MU:Cr3.1.1	2nd MU:Cr3.1.2	3rd MU:Cr3.1.3
With substantial **guidance**, consider personal, peer, and teacher feedback when **demonstrating** and **refining** personal **musical ideas**.	With **guidance**, *apply* personal, peer, and teacher feedback in **refining** personal **musical ideas**.	With limited **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.	*Interpret* and apply personal, peer, and teacher feedback *to revise personal music.*	*Evaluate, refine, and document* revisions to personal *musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.*

4th MU:Cr3.1.4	5th MU:Cr3.1.5	6th MU:Cr3.1.6	7th MU:Cr3.1.7	8th MU:Cr3.1.8
Evaluate, **refine**, and document revisions to personal *music,* applying **teacher-provided** and *collaboratively-developed* **criteria** and feedback *to show improvement over time.*	Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and *collaboratively*-developed **criteria** and feedback, *and explain rationale for changes.*	**a.** Evaluate their own work, applying **teacher-provided criteria** such as *application of selected elements of music,* and use *of sound sources.* **b.** Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from their teacher.	**a.** Evaluate their own work, applying selected **criteria** such as *appropriate* application of **elements of music** including *style*, *form*, and use of sound sources. **b.** Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from others (teacher *and peers).*	**a.** Evaluate their own work by selecting and applying **criteria** including *appropriate application of compositional techniques*, **style**, **form,** and use of sound sources. **b.** Describe the rationale for **refining** works by explaining the choices, based on *evaluation criteria*.

Discipline: Music **Artistic Process: Creating**
Anchor Standard: Refine and complete artistic work.
Process Component: Present
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication
Essential Question(s): When is creative work ready to share?

PreK MU:Cr3.2.PK	Kindergarten MU:Cr3.2.K	1st MU:Cr3.2.1	2nd MU:Cr3.2.2	3rd MU:Cr3.2.3
With substantial **guidance**, **share** revised personal **musical ideas** with peers.	With **guidance**, *demonstrate a final version* of personal **musical ideas** to peers.	With limited **guidance**, convey **expressive intent** for a specific **purpose** by *presenting* a final version of personal **musical ideas** to peers *or informal audience.*	Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*	**Present** the final version of personal created music to others, *and describe* **connection** to *expressive intent*

4th MU:Cr3.2.4	5th MU:Cr3.2.5	6th MU:Cr3.2.6	7th MU:Cr3.2.7	8th MU:Cr3.2.8
Present the final version of personal created music to others, and *explain* **connection** to **expressive intent**.	**Present** the final version of personal created music to others *that **demonstrates craftsmanship,*** and explain **connection** to **expressive intent.**	**Present** the final version of their documented personal **composition** or **arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, and convey **expressive intent**.	**Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate *unity and variety,* and convey **expressive intent**.	**Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of *compositional techniques* for creating **unity** and **variety**, *tension and release,* and *balance* to convey **expressive intent**.

Discipline: Music　　　　　　　　　　**Artistic Process**: Performing

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Process Component: Select

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(s): How do performers select repertoire?

PreK MU:Pr4.1.PK	Kindergarten MU:Pr4.1.K	1st MU:Pr4.1.1	2nd MU:Pr4.1.2	3rd MU:Pr4.1.3
With substantial **guidance**, **demonstrate** and state preference for varied musical selections.	With **guidance**, **demonstrate** *and state personal interest* in varied musical selections.	With limited **guidance**, **demonstrate** *and discuss* personal interest in, *knowledge about, and purpose of* varied musical selections.	**Demonstrate** *and explain* personal interest in, knowledge about, and **purpose** of varied musical selections.	**Demonstrate** and explain *how the selection of music to* **perform** *is influenced by personal interest, knowledge,* **purpose**, *and* **context**.

4th MU:Pr4.1.4	5th MU:Pr4.1.5	6th MU:Pr4.1.6	7th MU:Pr4.1.7	8th MU:Pr4.1.8
Demonstrate and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and technical skill*.	**Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, and **context**, as well as *their personal and others'* **technical skill**.	Apply *teacher-provided* **criteria** for selecting music to **perform** for a specific **purpose** and/or **context,** and explain why each was chosen.	Apply *collaboratively-developed* **criteria** for selecting music *of contrasting styles for a program* with a specific **purpose** and/or **context** and, after discussion, identify *expressive qualities, technical challenges*, and *reasons* for choices.	Apply *personally-developed* **criteria** for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context,** and explain **expressive qualities**, **technical challenges**, and reasons for choices.

Discipline: Music   **Artistic Process:** Performing
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Process Component: Analyze
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Essential Question(s): How does understanding the structure and context of musical works inform performance?

Pre K MU:Pr4.2.PK	Kindergarten MU:Pr4.2.K	1st MU:Pr4.2.1	2nd MU:Pr4.2.2	3rd MU:Pr4.2.3
With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts.	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***.	**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**.	**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**.	**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 **standard notation**. **c.** Describe how **context** (such as **personal** and **social**) can inform a **performance**.

Discipline: Music   **Artistic Process:** Performing

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Process Component: Analyze

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question(s): How does understanding the structure and context of musical works inform performance?

4th MU:Pr4.2.4	5th MU:Pr4.2.5	6th MU:Pr4.2.6	7th MU:Pr4.2.7	8th MU:Pr4.2.8
a. Demonstrate understanding of the **structure** and *the **elements of music** (such as **rhythm**, **pitch**, and **form**)* in music selected for **performance**. **b.** When analyzing selected music, read and perform using **iconic** *and/or* **standard notation**. **c.** *Explain* how **context** (such as **social** and *cultural*) informs a **performance**.	**a. Demonstrate** understanding of the **structure** and the **elements of music** (such as **rhythm**, **pitch**, **form**, and *harmony*) in music selected for **performance**. **b.** When analyzing selected music, read and perform using **standard notation**. **c.** Explain how **context** (such as **social**, **cultural**, and *historical*) informs **performances**.	**a.** *Explain* how understanding the **structure** and the **elements of music** are used in music selected for **performance**. **b.** When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch**, **articulation**, and **dynamics**. **c.** Identify how **cultural** and **historical context** inform **performances**.	**a.** Explain and *demonstrate* the **structure** of *contrasting pieces of music* selected for **performance** and how **elements of music** are used. **b.** When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch** **articulation**, **dynamics**, *tempo, and form*. **c.** Identify how **cultural** and **historical context** inform **performances** and result in *different music* **interpretations**.	**a.** *Compare* the **structure** of contrasting pieces of music selected for **performance**, explaining how the **elements of music** are used in each. **b.** When analyzing selected music, **sight-read** in *treble or bass clef simple rhythmic, melodic, and/or harmonic notation.* **c.** Identity how **cultural** and **historical context** inform **performances** and result in different *musical effects*.

Discipline: Music   **Artistic Process:** Performing
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Process Component: Interpret
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question(s): How do performers interpret musical works?

Pre K MU:Pr4.3.PK	Kindergarten MU:Pr4.3.K	1st MU:Pr4.3.1	2nd MU:Pr4.3.2	3rd MU:Pr4.3.3
With substantial **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo**).	With **guidance**, *demonstrate awareness of* **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	**Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**).	**Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* **creators** *use them to convey* **expressive intent**.	**Demonstrate** *and describe* how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).

4th MU:Pr4.3.4	5th MU:Pr4.3.5	6th MU:Pr4.3.6	7th MU:Pr4.3.7	8th MU:Pr4.3.8
Demonstrate *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and *timbre*).	**Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** *(*such as **dynamics**, **tempo**, **timbre**, *and* ***articulation/style***)*.	**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**.	**Perform** *contrasting pieces* of music demonstrating their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**.	***Perform*** *contrasting pieces of music, demonstrating as well as explaining how the* music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).

Discipline: Music **Artistic Process**: Performing
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Process Component: Rehearse, Evaluate, Refine
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(s): How do musicians improve the quality of their performance?

Pre K MU:Pr5.1.PK	Kindergarten MU:Pr5.1.K	1ˢᵗ MU:Pr5.1.1	2ⁿᵈ MU:Pr5.1.2	3ʳᵈ MU:Pr5.1.3
a. With substantial **guidance**, practice and **demonstrate** what they like about their own **performances**. **b.** With substantial **guidance**, **a**pply personal, peer, and teacher feedback to **refine performances**.	**a.** With **guidance**, apply personal, teacher, and peer feedback to **refine performances**. **b.** *With **guidance**, use suggested strategies in rehearsal to improve the **expressive qualities** of music.*	**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.	**a.** *Apply **established criteria** to judge the accuracy, expressiveness, and effectiveness of **performances**.* **b.** Rehearse, *identify* and apply strategies to address interpretive, *performance, and **technical** challenges* of music.	**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.

Discipline: Music   **Artistic Process**: Performing
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Process Component: Rehearse, Evaluate, Refine
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(s): How do musicians improve the quality of their performance?

4th MU:Pr5.1.4	5th MU:Pr5.1.5	6th MU:Pr5.1.6	7th MU:Pr5.1.7	8th MU:Pr5.1.8
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.*	**a.** Apply **teacher-provided** and *established* **criteria** and feedback to evaluate the 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.*	**a.** 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**.	**a.** Identify and apply *collaboratively-developed criteria* (such as demonstrating correct interpretation of notation, *technical skill of performer*, originality, *emotional impact*, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.	**a.** Identify and apply *personally-developed criteria* (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, *variety*, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.

Discipline: Music   **Artistic Process**: Performing
Anchor Standard: Convey meaning through the presentation of artistic work
Process Component: Present
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture.
                          The context and how a work is presented influence the audience response.
Essential Question(s): When is a performance judged ready to present?
                          How do context and the manner in which musical work is presented influence audience response?

Pre K MU:Pr6.1.PK	Kindergarten MU:Pr6.1.K	1st MU:Pr6.1.1	2nd MU:Pr6.1.2	3rd MU:Pr6.1.3
a. With substantial **guidance**, **perform** music with **expression**. **b.** With substantial guidance, apply personal, peer and teacher feedback to refine performance.	**a.** With **guidance**, **perform** music with **expression**. **b.** *Perform appropriately for the audience.*	**a.** With limited **guidance**, **perform** music for a specific *purpose* with **expression**. **b. Perform** appropriately for the audience and *purpose*.	**a. Perform** music for a specific **purpose** with **expression** and *technical accuracy*. **b. Perform** appropriately for the audience and **purpose**.	**a. Perform** music with **expression** and **technical accuracy**. **b. Demonstrate** *performance decorum* and *audience etiquette* appropriate for the **context** and **venue**.

Discipline: Music   **Artistic Process**: Performing
Anchor Standard: Convey meaning through the presentation of artistic work
Process Component: Present
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture.
         The context and how a work is presented influence the audience response.
Essential Question(s): When is a performance judged ready to present?
         How do context and the manner in which musical work is presented influence audience response?

4th MU:Pr6.1.4	5th MU:Pr6.1.5	6th MU:Pr6.1.6	7th MU:Pr6.1.7	8th MU:Pr6.1.8
a. Perform music, *alone or with others*, with **expression** and **technical accuracy**, and appropriate **interpretation**. **b. Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, *and genre*.	**a. Perform** music, alone or with others, with **expression**, **technical accuracy**, *and* appropriate **interpretation**. **b. Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, *and style*.	**a. Perform** the music with **technical accuracy** to convey the **creator's intent**. **b. Demonstrate performance decorum** (*such as stage presence, attire, and behavior*) and **audience etiquette** appropriate for **venue** and **purpose**.	**a. Perform** the music with **technical accuracy** and *stylistic expression* to convey the **creator's intent**. **b. Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, and *context*.	**a. Perform** the music with **technical accuracy**, stylistic **expression**, and *culturally authentic practices* in *music* to convey the **creator's intent**. **b. Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and *style*.

Discipline: Music   **Artistic Process**: Responding

Anchor Standard: Perceive and analyze artistic work.

Process Component: Select

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience*?*

Pre K **MU:Re7.1.PK**	Kindergarten **MU:Re7.1.K**	1st **MU:Re7.1.1**	2nd **MU:Re7.1.2**	3rd **MU:Re7.1.3**
With substantial **guidance**, state personal interests and **demonstrate** why they prefer some music selections over others.	With **guidance**, *list* personal interests *and experiences* and **demonstrate** why they prefer some music selections over others.	With limited **guidance**, *identify and* **demonstrate** *how* personal interests and experiences *influence musical selection* for specific **purposes**.	*Explain and* **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.	**Demonstrate** *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or **purposes**.
4th **MU:Re7.1.4**	5th **MU:Re7.1.5**	6th **MU: Re7.1.6**	7th **MU:Re7.1.7**	8th **MU:Re7.1.8**
Demonstrate *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**Demonstrate** and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	Select or choose contrasting music to listen to and *compare* the **connections** to specific interests or experiences for a specific **purpose**.	Select *programs* of music (such as a CD mix or live performances) and demonstrate the **connections** to an interest or experience for a specific **purpose**.

Discipline: Music   **Artistic Process**: Responding
Anchor Standard: Perceive and analyze artistic work.
Process Component: Analyze
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(s): How does understanding the structure and context of music inform a response?

Pre K MU:Re7.2.PK	Kindergarten MU:Re7.2.K	1st MU:Re7.2.1	2nd MU:Re7.2.2	3rd MU:Re7.2.3
With substantial **guidance**, **explore** musical contrasts in music.	With **guidance**, *demonstrate how a specific music* **concept** *(such as* **beat** *or* **melodic direction***) is used in music.*	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**.	*Describe* how specific music **concepts** are used *to support a specific* **purpose** *in music.*	**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**).

4th MU:Re7.2.4	5th MU:Re7.2.5	6th MU: Re7.2.6	7th MU:Re7.2.7	8th MU:Re7.2.8
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*).	**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*).	**a.** Describe how the **elements of music** and **expressive qualities** relate to the **structure** of the pieces. **b.** Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**a.** *Classify and explain* how the **elements of music** and **expressive qualities** relate to the **structure** of contrasting pieces. **b.** Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**a.** *Compare* how the **elements of music** and **expressive qualities** relate to the **structure** *within* **programs** of music. **b.** Identify and compare the **context** of **programs** of music from a variety of **genres**, **cultures**, and **historical periods**.

Discipline: Music   **Artistic Process**: Responding

Anchor Standard: Interpret intent and meaning in artistic work

Process Component: Interpret

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

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

Pre K MU:Re8.1.PK	Kindergarten MU:Re8.1.K	1st MU:Re8.1.1	2nd MU:Re8.1.2	3rd MU:Re8.1.3
With substantial **guidance**, **explore** music's **expressive qualities** (such as **dynamics** and **tempo**).	With guidance, *demonstrate awareness* of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	With *limited* **guidance**, *demonstrate* and identify *expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.*.	**Demonstrate** *knowledge* of music **concepts** and *how they support creators'/performers' expressive intent*.	*Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent*.

4th MU:Re8.1.4	5th MU:Re8.1.5	6th MU: Re8.1.6	7th MU:Re8.1.7	8th MU:Re8.1.8
Demonstrate *and explain* how the **expressive qualities** (such as **dynamics**, **tempo**, and *timbre*) are used in performers' *and personal* **interpretations** to reflect **expressive intent**.	**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**.	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**.	Describe a personal **interpretation** of *contrasting* works and explain how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres**, **cultures**, and **historical periods**, convey **expressive intent**.	*Support* personal **interpretation** of contrasting *programs* of music and explain how creators' or performers' apply the **elements of music** and **expressive qualities**, within **genres**, **cultures**, and **historical periods** to convey **expressive intent**.

Discipline: Music   **Artistic Process**: Responding
Anchor Standard: Apply criteria to evaluate artistic work.
Process Component: Evaluate
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

Pre K MU:Re9.1.PK	Kindergarten MU:Re9.1.K	1st MU:Re9.1.1	2nd MU:Re9.1.2	3rd MU:Re9.1.3
With substantial **guidance**, talk about personal and expressive preferences in music.	With **guidance**, *apply personal and expressive preferences in the evaluation of music.*	With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.	*Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.	Evaluate *musical works and **performances**, applying **established criteria**, and describe* appropriateness to the **context**.

4th MU:Re9.1.4	5th MU:Re9.1.5	6th MU: Re9.1.6	7th MU:Re9.1.7	8th MU:Re9.1.8
Evaluate **musical works** and *performances*, applying **established criteria**, and *explain* appropriateness to the **context**.	Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the **elements of music***.	Apply *teacher-provided* **criteria** to evaluate **musical works** or **performances**.	Select from *teacher-provided* **criteria** to evaluate **musical works** or **performances**.	Apply appropriate *personally-developed* **criteria** to evaluate **musical works** or **performances**.

Discipline: Music   **Artistic Process**: Connecting

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

Process Component:

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

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

Pre K MU:Cn10.1.PreK	Kindergarten MU:Cn10.1.K	1st MU:Cn10.1.1	2nd MU:Cn10.1.2	3rd MU:Cn10.1.3
MU:Cn10.0.PreKa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**.** **MU:Cr3.2.PreKa** With substantial **guidance**, **share** revised **musical ideas** with peers. **MU:Pr4.1.PreKa** With substantial **guidance**, **demonstrate** and state preference for varied musical selections. **MU:Pr4.3.PreKa** With substantial **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo**).	**MU:Cn10.0.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cr3.2.Ka** With **guidance**, *demonstrate* a final version of personal **musical ideas** to peers. **MU:Pr4.1.Ka** With **guidance**, **demonstrate** and state personal interest in varied musical selections. **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:Cn10.0.1a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cr2.1.1a** *With limited* **guidance**, **demonstrate** *and discuss personal reasons for selecting* **musical ideas** *that represent* **expressive intent.** **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:Pr4.3.1a** **Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**). **MU:Re7.1.1a** With limited **guidance**, *identify and* **demonstrate** *how personal interests and experiences* *influence musical selection* for specific **purposes**.	**MU:Cn10.0.2a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cr2.1.2a** **Demonstrate** and *explain personal reasons for selecting patterns and ideas for their music that* represent **expressive intent**. **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:Pr4.3.2a** **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* **creators** *use them to convey* **expressive intent**. **MU:Re7.1.2a** *Explain and* **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.	**MU:Cn10.0.3a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **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:Cr3.2.3a** **Present** the final version of created music for others, *and describe* **connection** to **expressive intent**. **MU:Pr4.1.3a** **Demonstrate** and explain *how the selection of music to* **perform** *is influenced by personal interest, knowledge,* **purpose**, *and* **context**. **MU:Pr4.3.3a** **Demonstrate** *and describe* how **intent** *is conveyed through* **expressive qualities** (such as **dynamics** and **tempo**). **MU:Re7.1.3a** **Demonstrate** *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or **purposes**.

Discipline: Music   **Artistic Process**: Connecting
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Process Component:
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

4th MU:Cn10.1.4	5th MU:Cn10.1.5	6th MU: Cn10.1.6	7th MU:Cn10.1.7	8th MU:Cn10.1.8
MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cr2.1.4a** **Demonstrate** selected *and organized* **musical ideas** for *an* **improvisation**, *arrangement,* or **composition** to express in**tent**, *and explain* **connection** *to* **purpose** and **context**. **MU:Cr3.2.4a** **Present** the final version of created music for others, and *explain* **connection** to **expressive intent**.	**MU:Cn10.0.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cr2.1.5a** **Demonstrate** selected and *developed* **musical ideas** for **improvisations**, *arrangements, or* **compositions** to express **intent**, and explain **connection** to **purpose** and **context**. **MU:Cr3.2.5a** **Present** the final version of created music for others *that* **demonstrates craftsmanship**, and explain **connection** to **expressive intent.**	**MU:Cn10.0.6a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**.** **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:Cr3.2.6a** **Present** the final version of their documented personal **composition** or **arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, and convey **expressive intent**.	**MU:Cn10.0.7a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cr2.1.7a** Select, organize, develop and document personal **musical ideas** for ***arrangements***, *songs,* and **compositions** within **AB**, **ABA,** or ***theme and variation* forms** that **demonstrate *unity* and *variety*** and convey **expressive intent**. **MU:Cr3.2.7a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate ***unity* and *variety*,** and convey **expressive intent**.	**MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:Cr2.1.8a** Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate** *tension* and *release*, **unity** and **variety,** and *balance,* and convey **expressive intent**. **MU:Cr3.2.8a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of ***compositional techniques*** for creating **unity** and variety, ***tension and release,*** and *balance* to convey **expressive intent**.

MU:Pr4.1.4a Demonstrate and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, and **technical skill**. **MU:Pr4.3.4a** Demonstrate and explain how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and *timbre*). **MU:Re7.1.4a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**MU:Pr4.1.5a** Demonstrate and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, as well as *their personal and others' technical skill*. **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:Re7.1.5a** Demonstrate and explain, *citing evidence,* how selected music connects to, and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**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. **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**. **MU:Re7.1.6a** Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	**MU:Pr4.1.7a** Apply *collaboratively-developed* **criteria** for selecting music *of contrasting styles for a* **program** with a specific **purpose** and/or **context** and, after discussion, identify *expressive qualities*, *technical challenges*, and *reasons* for choices. **MU:Pr4.3.7a Perform** *contrasting pieces* of music demonstrating their personal **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**. **MU:Re7.1.7a** Select or choose contrasting music to listen to and *compare* the **connection** to specific interests or experiences for a specific **purpose**.	**MU:Pr4.1.7a** Apply *collaboratively-developed* **criteria** for selecting music *of contrasting styles for a* **program** with a specific **purpose** and/or **context** and, after discussion, identify *expressive qualities*, *technical challenges*, and *reasons* for choices. **MU:Pr4.3.7a** Perform *contrasting pieces* of music demonstrating their personal **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**. **MU:Re7.1.7a** Select or choose contrasting music to listen to and *compare* the **connection** to specific interests or experiences for a specific **purpose**.

Discipline: Music   **Artistic Process**: Connecting
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Process Component:
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Pre K MU:Cn11.1.PreK	Kindergarten MU:Cn11.1.K	1st MU:Cn11.1.1	2nd MU:Cn11.1.2	3rd MU:Cn11.1.3
MU:Cn11.0.PreKa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **MU:Pr4.2.PreKa** With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts. **MU:Re7.2.PreKa** With substantial **guidance**, **explore** musical contrasts in music. **MU:Re9.1.PreKa** With substantial **guidance**, talk about their personal and expressive preferences in music.	**MU:Cn11.0.Ka** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **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:Re7.2.Ka** With **guidance**, **demonstrate** *how a specific music* **concept** (*such as* **beat** *or* **melodic direction**) *is used in music.* **MU:Re9.1.Ka** With **guidance**, *apply personal and expressive preferences in the evaluation of music.*	**MU:Cn11.0.1a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **MU:Cr1.1.1a** With limited **guidance**, *create* **musical ideas** (*such as answering a musical question*) *for a specific* **purpose**. **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:Pr6.1.1a** With limited **guidance**, **perform** music for a specific **purpose** with **expression**. **MU:Re7.2.1a** With limited **guidance**, **demonstrate** *and identify* how specific music **concepts** (*such as* **beat** *or pitch*) *is used in various styles of music for a* **purpose**. **MU:Re9.1.1a** With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.	**MU:Cn11.0.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **MU:Cr1.1.2a** *Improvise* ***rhythmic and melodic*** *patterns and* ***musical ideas*** for a specific **purpose**. **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:Pr6.1.2a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy***. **MU:Re7.2.** *Describe* how specific music-***concepts*** *are used to support a specific* **purpose** *in music.* **MU:Re9.1.2a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.	**MU:Cn11.0.3a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **MU:Cr1.1.3a** *Improvise rhythmic and melodic ideas, and describe* **connection** *to specific* **purpose** *and* **context** (*such as* ***personal*** *and* ***social***). **MU:Pr4.2.3c** Describe how **context** (such as **personal** and **social**) can inform a **performance**. **MU:Pr6.1.3b** **Demonstrate** ***performance decorum*** *and* ***audience etiquette*** *appropriate for the* **context** *and* ***venue***. **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:Re9.1.3a** Evaluate ***musical works*** *and* ***performances***, *applying* ***established criteria***, *and describe appropriateness to the* **context**.

Discipline: Music   **Artistic Process**: Connecting
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Process Component:
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

4th MU:Cn11.1.4	5th MU:Cn11.1.5	6th MU: Cn11.1.6	7th MU:Cn11.1.7	8th MU:Cn11.1.8
MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**MU:Cn11.0.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**MU:Cn11.0.8a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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:Cr1.1.7a** Generate rhythmic, melodic, and harmonic **phrases** and *variations over harmonic accompaniments* within **AB**, **ABA,** or *theme and variation* forms that convey **expressive intent**.	**MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic **phrases** *and harmonic accompaniments* within *expanded forms (including introductions, transitions, and codas)* that convey **expressive intent**.
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 the **performances**.	**MU:Pr4.2.7c** Identify how **cultural** and **historical context** inform **performance** and results in *different music interpretations*.	**MU:Pr4.2.8c** Identity how **cultural** and **historical context** inform **performance** and results in different *musical effects*.
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**.	**MU:Pr6.1.7b** **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, and **context**.	**MU:Pr6.1.8b** **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and **style**.
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:Re7.2.5a** **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:Re7.2.6b** Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**MU:Re7.2.7b**Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**MU:Re7.2.8b** Identify and compare the **context** of *programs* of music from a variety of **genres**, **cultures**, and **historical periods**.
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**.	**MU:Re9.1.7a** Select from *teacher-provided* **criteria** to evaluate **musical works** or **performances**.	**MU:Re9.1.8a** Apply appropriate *personally-developed* **criteria** to evaluate musical works or **performances**.