



Artistic Process ~ RESPONDING ~ Understanding and evaluating how the arts convey meaning

Anchor Standard 7 Perceive and analyze artistic work.											
Enduring Understanding 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.											
Process Component	SELECT	MU-Re7.1.PK	MU-Re7.1.K	MU-Re7.1.1	MU-Re7.1.2	MU-Re7.1.3	MU-Re7.1.4	MU-Re7.1.5	MU-Re7.1.6	MU-Re7.1.7	MU-Re7.1.8
Essential Question	How do individuals choose music to experience?	a. With substantial guidance , state personal interests and demonstrate why they prefer some teacher-provided music selections over others.	a. With guidance , list personal interests and demonstrate why they prefer some teacher-provided music selections over others.	a. With limited guidance , identify and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes .	a. Explain and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes .	a. Demonstrate and identify how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, or purposes .	a. Demonstrate and explain how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, purposes , or contexts .	a. Demonstrate and explain how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, purposes , or contexts .	a. Select and explain how contrasting musical works (from teacher- or student-provided options) connect to and are influenced by specific interests, experiences, purposes , or contexts .	a. Select and compare how contrasting musical works (from teacher- or student-provided options) connect to and are influenced by specific interests, experiences, purposes , or contexts .	a. Select and compare how a set of contrasting musical works (from teacher- or student-provided options) connect to and are influenced by specific interests, experiences, purposes , or contexts .
							Harmonizing Instruments				
								Novice ~ MU-Re7.1.H.5		Intermediate ~ MU-Re7.1.H.8	
								a. Demonstrate and describe how selected music (from teacher- or student-provided options), based on characteristics found in the music, connects to and is influenced by interest, purpose , or personal experience.		a. Demonstrate and compare , using teacher-developed criteria , how selected music (from teacher- or student-provided options) connects to and is influenced by interest, purpose , or personal experience.	
Enduring Understanding 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.											
Process Component	ANALYZE	MU-Re7.2.PK	MU-Re7.2.K	MU-Re7.2.1	MU-Re7.2.2	MU-Re7.2.3	MU-Re7.2.4	MU-Re7.2.5	MU-Re7.2.6	MU-Re7.2.7	MU-Re7.2.8
Essential Question	How does understanding the structure and context of music inform a response?	a. With substantial guidance , explore musical contrasts in music.	a. With guidance , demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	a. With limited guidance , demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	a. Describe and demonstrate how specific music concepts are used to support a specific purpose in music.	a. Demonstrate and identify how a response to music can be informed by the use of the elements of music and by context (such as social and cultural).	a. Demonstrate and describe how responses to music are informed by the use of the elements of music and by context (such as social and cultural).	a. Demonstrate and explain how responses to music are informed by the use of the elements of music and by context (such as cultural and historical).	a. Describe how the elements of music and expressive qualities relate to the structure of pieces .	a. Compare how the elements of music and expressive qualities relate to the structure of contrasting pieces .	a. Compare how the elements of music and expressive qualities relate to the structure of contrasting pieces in a set of musical works .
							Harmonizing Instruments				
								Novice ~ MU-Re7.2.H.5		Intermediate ~ MU-Re7.2.H.8	
								a. Identify and demonstrate , giving examples, the use of repetition, similarities, and contrasts in musical selections.		a. Demonstrate and describe , giving examples, how the elements of music are manipulated in musical selections.	
								b. Identify how social or cultural context informs a response.		b. Identify how social, cultural, and/or historical context informs a response.	
Anchor Standard 8 Interpret meaning in artistic work.											
Enduring Understanding 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.											
Process Component	INTERPRET	MU-Re8.1.PK	MU-Re8.1.K	MU-Re8.1.1	MU-Re8.1.2	MU-Re8.1.3	MU-Re8.1.4	MU-Re8.1.5	MU-Re8.1.6	MU-Re8.1.7	MU-Re8.1.8
Essential Question	How do we discern the musical creators' and performers' expressive intent?	a. With substantial guidance , explore music's expressive qualities (such as dynamics and tempo).	a. With guidance , demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators' performers' expressive intent .	a. With limited guidance , demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators' performers' expressive intent .	a. Demonstrate knowledge of music concepts and how they support creators' performers' expressive intent .	a. Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .	a. Demonstrate and explain how the expressive qualities (such as dynamics , tempo , and timbre) are used in performers' interpretations to reflect expressive intent .	a. Demonstrate and explain how the expressive qualities (such as dynamics , tempo , timbre , and articulation) are used in performers' interpretations to reflect expressive intent .	a. 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 , conveys expressive intent .	a. 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 , conveys expressive intent .	a. Support a personal interpretation of contrasting sets of musical works and explain how creators or performers apply the elements of music and expressive qualities , within genres, cultures, and historical periods , to convey expressive intent .
							Harmonizing Instruments				
								Novice ~ MU-Re8.1.H.5		Intermediate ~ MU-Re8.1.H.8	
								a. Identify and demonstrate how the expressive qualities and social or cultural context influence performers' interpretations to reflect expressive intent .		a. Identify and explain how the expressive qualities; elements of music; and social, cultural, and/or historical context influence performers' interpretations to reflect expressive intent .	
Anchor Standard 9 Apply criteria to evaluate artistic work.											
Enduring Understanding 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.											
Process Component	EVALUATE	MU-Re9.1.PK	MU-Re9.1.K	MU-Re9.1.1	MU-Re9.1.2	MU-Re9.1.3	MU-Re9.1.4	MU-Re9.1.5	MU-Re9.1.6	MU-Re9.1.7	MU-Re9.1.8
Essential Question	How do we judge the quality of musical work(s) and performance(s)?	a. With substantial guidance , talk about personal and expressive preferences in music.	a. With guidance , apply personal and expressive preferences in the evaluation of music.	a. With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	a. Apply personal and expressive preferences in the evaluation of music for specific purposes .	a. Apply established criteria to evaluate musical works and performances , identifying appropriateness to the context .	a. Apply established criteria to evaluate musical works and performances , describing appropriateness to the context .	a. Apply established criteria to evaluate musical works and performances , explaining appropriateness to the context .	a. Apply established criteria to evaluate musical works and performances , citing evidence, explaining appropriateness to the context .	a. Apply established and collaboratively developed criteria to evaluate musical works and performances , citing evidence, explaining appropriateness to the context .	a. Apply established, collaboratively, and personally developed criteria to evaluate musical works and performances , citing evidence, explaining appropriateness to the context .
							Harmonizing Instruments				
								Novice ~ MU-Re9.1.H.5		Intermediate ~ MU-Re9.1.H.8	
								a. Identify and describe how interest, experiences, and personal or social contexts affect evaluation, and apply these in interpreting music.		a. Explain how interest, experiences, and personal, social, and/or historical contexts affect evaluation, and apply these in interpreting a varied repertoire of music.	

Artistic Process ~ CONNECTING ~ Relating artistic ideas and work with personal meaning and external context

Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.											
Enduring Understanding 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.											
Process Component	RELATE	MU-Cn10.1.PK	MU-Cn10.1.K	MU-Cn10.1.1	MU-Cn10.1.2	MU-Cn10.1.3	MU-Cn10.1.4	MU-Cn10.1.5	MU-Cn10.1.6	MU-Cn10.1.7	MU-Cn10.1.8
Essential Questions	How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration? What inspires and informs the creative work of musicians?	a. Explore and imitate sounds found in the environment.	a. Explore and imitate sounds found in the environment.	a. Explore and imitate sounds found in the environment.	a. Generate musical soundscapes to portray stories, characters, emotions, and/or ideas.	a. Generate musical soundscapes to portray stories, characters, emotions, and/or ideas.	a. Create musical ostinati and/or sounds to accompany or portray events, a story, or to illustrate an abstract idea.	a. Create musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.	a. Create musical ostinati and motifs to accompany or portray events, a story, or to illustrate an abstract idea.	a. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.	a. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.
		b. Imagine and describe places, times, and reasons for making and listening to music.	b. Imagine and describe places, times, and reasons for making and listening to music.	b. Imagine and describe places, times, and reasons for making and listening to music.	b. Identify places, times, and reasons for making and listening to music.	b. Describe places, times, and reasons for making and listening to music.	b. Describe places, times, and reasons for making and listening to music.	b. Describe places, times, and reasons for making and listening to music.	b. Relate music to personal accomplishments and experiences .	b. Relate music to personal accomplishments and experiences .	b. With teacher guidance , identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.
		c. Illustrate musical ideas through movements (such as dramatizations of books or stories).	c. Illustrate musical ideas through movements (such as dramatizations of books or stories).	c. Illustrate musical ideas through movements (such as dramatizations of books or stories).	c. Illustrate musical ideas through movements (such as dramatizations of books or stories).	c. Perform folk dances from a variety of time periods and/or cultures .	c. Perform folk dances from a variety of time periods and/or cultures .	c. Perform folk dances from a variety of time periods and/or cultures .	c. Express and/or share a musical idea or emotion by using technological resources .	c. Express and/or share an original musical idea or emotion by using technological resources .	c. Express and share an original musical idea or emotion using technological resources .
		d. Manipulate music concepts (such as tempo and dynamics) in order to express ideas.	d. Manipulate music concepts (such as tempo and dynamics) in order to express ideas.	d. Manipulate music concepts (such as tempo , dynamics , and articulations) in order to express ideas.	d. Manipulate music concepts in order to express ideas.	d. Manipulate music concepts in order to express ideas.	d. Manipulate music concepts in order to express ideas.	d. Identify how sound is created on a variety of instruments and other sound sources.	d. Identify how sound is created on a variety of instruments and other sound sources.	d. Describe how sound is created on a variety of instruments and other sound sources.	d. Explain how sound is created on a variety of instruments and other sound sources.
							Harmonizing Instruments				
								Novice ~ MU-Cn10.1.H.5		Intermediate ~ MU-Cn10.1.H.8	
								a. Improvise musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.		a. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.	
								b. Discuss places, times, and reasons for making and listening to music.		b. With teacher guidance , identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.	
								c. Consider personal accomplishments and experiences in shaping new musical goals.		c. Describe effective strategies for reaching a musical goal that is of importance to you.	
								d. Identify how sound is created on a familiar instrument and other sound sources.		d. Express and share an original musical idea or emotion using instrumental resources.	
Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.											
Enduring Understanding 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.											
Process Component	INTERRELATE	MU-Cn11.1.PK	MU-Cn11.1.K	MU-Cn11.1.1	MU-Cn11.1.2	MU-Cn11.1.3	MU-Cn11.1.4	MU-Cn11.1.5	MU-Cn11.1.6	MU-Cn11.1.7	MU-Cn11.1.8
Essential Questions	How does music help us understand the lives of people of different times, places, and cultures? How does music help preserve personal and cultural insights and values?	a. Perform/Explore folk music from a variety of cultures .	a. Explore folk music from a variety of cultures and discuss the music's culture of origin .	a. Perform folk music from a variety of cultures and discuss the music's culture of origin .	a. Perform folk music from a variety of cultures and identify the music's culture of origin .	a. Perform folk music from a variety of cultures and identify the music's role(s) or meaning in its culture of origin .	a. Perform folk music from a variety of cultures and identify the music's role(s) and meaning in its culture of origin .	a. Perform folk music from a variety of cultures , including some in foreign languages, and identify the music's role(s) and meaning in its culture of origin .	a. Perform folk music from a variety of cultures , including some in foreign languages, and describe the music's role(s) and meaning in its culture of origin .	a. Perform folk music from a variety of cultures , including some in foreign languages, and explain the music's role(s) and meaning in its culture of origin .	a. Perform folk music from a variety of cultures , including some in foreign languages, and explain the music's role(s) and meaning in its culture of origin .
		b. With substantial guidance , explore personal preferences for varied musical styles and repertoire .	b. With guidance , discuss preferences for varied musical styles and repertoire .	b. With limited guidance , state preferences for varied musical styles and repertoire .	b. Describe and document preferences for varied musical styles and repertoire .	b. Document and preserve musical ideas or insights from varied musical styles and repertoire , using standard notation , as appropriate to the musical tradition.	b. Document and preserve musical ideas or insights from varied musical styles and repertoire , using standard notation as appropriate to the musical tradition.	b. Document and preserve musical ideas or insights from varied musical styles and repertoire , using standard notation as appropriate to the musical tradition.	b. Use technological resources to preserve musical ideas from varied musical styles and repertoire as appropriate to the musical tradition.	b. Identify the cultural, social, and political uses for music.	b. Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or of a society .
							Harmonizing Instruments				
								Novice ~ MU-Cn11.1.H.5		Intermediate ~ MU-Cn11.1.H.8	
								a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures .		a. Explore the skills and knowledge necessary to pursue vocational and avocational opportunities in the musical community.	
								b. Identify the cultural and social uses for music.		b. Identify the cultural, social, and political uses for music.	
								c. Identify ways in which music is used to represent and reflect group identity.		c. Explain ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or of a society.	