Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

4th	5th	6th	7th	8th
MU.1.CR1.4	MU.1.CR1.5	MU.1.CR1.6	MU.1.CR1.7	MU.1.CR1.8
1. Improvise rhythmic,	1. Improvise rhythmic,	1. Generate simple	1. Generate rhythmic,	1. Generate rhythmic,
melodic, and harmonic	melodic, and harmonic	rhythmic, melodic, and	melodic, and harmonic	melodic and harmonic
ideas, and explain	ideas, and explain	harmonic <i>phrases</i> within	phrases and variations	phrases and harmonic
connection to specific	connection to specific	AB and ABA forms that	over harmonic	accompaniments within
purpose and context	purpose and context (such	convey expressive intent .	accompaniments within	expanded forms (including
(such as social and	as social , cultural , and		AB, ABA, or theme and	introductions, transitions,
cultural).	historical).		variation forms that	and codas) that convey
			convey expressive intent .	expressive intent.
2. Generate musical ideas	2. Generate musical ideas			
(such as rhythms ,	(such as rhythms ,			
melodies, and simple	melodies, and			
accompaniment patterns)	accompaniment patterns)			
within related tonalities	within specific related			
(such as major and minor)	tonalities, meters, and			
and meters .	simple chord changes.			

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

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

Essential Question: How do musicians make creative decisions?

4th	5th	6th	7th	8th
MU.2.CR2.4	MU.2.CR2.5	MU.2.CR2.6	MU.2.CR2.7	MU.2.CR2.8
1. Demonstrate selected	1. Demonstrate selected	1. Select, organize,	1. Select, organize,	1. Select, organize, and
and organized musical	and developed musical	construct, and document	develop and document	document personal
ideas for an improvisation,	ideas for improvisations,	personal musical ideas for	personal musical ideas for	musical ideas for
arrangement, or	arrangements, or	arrangements and	arrangements, songs, and	arrangements, songs, and
composition to express	compositions to express	compositions within AB or	compositions within AB,	compositions within
intent, and explain	intent, and explain	ABA form that	ABA, or theme and	expanded forms that
connection to purpose and	connection to purpose	demonstrate an effective	variation forms that	demonstrate tension and
context.	and context.	beginning, middle, and	demonstrate unity and	release, unity and variety,
		ending, and convey	variety and convey	balance, and convey
		expressive intent.	expressive intent.	expressive intent.
2. Use standard and/or	2. Use standard and/or	2. Use standard and/or	2. Use standard and/or	2. Use standard and/or
iconic notation and/or	iconic notation and/or	iconic notation and/or	iconic notation and/or	iconic notation and/or
recording technology to	recording technology to	audio/video recording to	audio/video recording to	audio/video recording to
document personal	document personal	document personal simple	document personal simple	document personal
rhythmic, melodic, and	rhythmic, melodic, and	rhythmic phrases , melodic	rhythmic phrases , melodic	rhythmic phrases , melodic
simple harmonic musical	two-chord harmonic	phrases, and two-chord	phrases, and <i>harmonic</i>	phrases, and harmonic
ideas.	musical ideas.	harmonic musical ideas.	sequences.	sequences.

Anchor Standard 3: Creating-Refine and complete artistic work.

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

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

4th	5th	6th	7th	8th
MU.3.CR3.4	MU.3.CR3.5	MU.3.CR3.6	MU.3.CR3.7	MU.3.CR3.8
1. Evaluate, refine , and	1. Evaluate, refine , and	1. Evaluate their own	1. Evaluate their own	1. Evaluate their own
document revisions to	document revisions to	work, applying teacher -	work, applying selected	work by selecting and
personal music, applying	personal music, applying	provided criteria such as	criteria such as	applying criteria including
teacher-provided and	teacher-provided and	application of selected	appropriate application of	appropriate application of
collaboratively-developed	collaboratively-developed	elements of music, and	elements of music	compositional technique,
criteria and feedback to	criteria and feedback, and	use of sound sources.	including style , form , and	style, form, and use of
show improvement over	explain rationale for		use of sound sources.	sound sources.
time.	changes.			
		2. Describe the rationale	2. Describe the rationale	2. Describe the rationale
		for making revisions to the	for making revisions to the	for refining works by
		music based on evaluation	music based on evaluation	explaining the choices,
		criteria and feedback from	criteria and feedback from	based on evaluation
		their teacher.	others (teacher and peers).	criteria.

Anchor Standard 3: Creating-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?

4 th	5 th	6 th	7 th	8 th
2. Present the final version	2. Present the final version	3. Present the final version	3. Present the final version	3. Present the final version
of personal created music	of personal created music	of their documented	of their documented	of their documented
to others, and explain	to others <i>that</i>	personal composition or	personal composition,	personal composition,
connection to expressive	demonstrates	arrangement, using	song, or arrangement ,	song, or arrangement ,
intent.	craftsmanship, and explain	craftsmanship and	using craftsmanship and	using craftsmanship and
	connection to expressive	originality to demonstrate	originality to demonstrate	originality to demonstrate
	intent.	an effective beginning,	unity and variety, and	the application of
		middle, and ending, and	convey expressive intent .	compositional techniques
		convey expressive intent .		for creating unity and
				variety, tension and
				<i>release,</i> and <i>balance</i> to
				convey expressive intent .

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

4th	5th	6th	7th	8th
MU.4.PR1.4	MU.4.PR1.5	MU.4.PR1.6	MU.4.PR1.7	MU.4.PR1.8
1. Demonstrate and	1. Demonstrate and	1. Apply teacher-	1. Apply <i>collaboratively-</i>	1. Apply <i>personally</i> -
explain how the selection	explain how the selection	<i>provided</i> criteria for	developed criteria for	developed criteria for
of music to perform is	of music to perform is	selecting music to	selecting music of	selecting music of
influenced by personal	influenced by personal	perform for a specific	contrasting styles for a	contrasting styles for a
interest, knowledge,	interest, knowledge, and	purpose and/or context,	<i>program</i> with a specific	program with a specific
context, and technical	context, as well as their	and explain why each was	purpose and/or context	purpose and/or context,
skill.	personal and others'	chosen.	and, after discussion,	and explain expressive
	technical skill.		identify <i>expressive</i>	qualities, technical
			qualities, technical	challenges, and reasons
			challenges, and reasons	for choices.
			for choices.	

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

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

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

4 th	5 th	6 th	7 th	8th
2. Demonstrate	2. Demonstrate	2. <i>Explain</i> how	2. Explain and	2. Compare the structure
understanding of the	understanding of the	understanding the	demonstrate the structure	of contrasting pieces of
structure and the elements	structure and the	structure and the	of contrasting pieces of	music selected for
of music (such as rhythm,	elements of music (such as	elements of music are	music selected for	performance, explaining
<i>pitch, and form)</i> in music	rhythm, pitch, form, and	used in music selected for	performance and how	how the elements of
selected for performance .	<i>harmony</i>) in music	performance.	elements of music are	music are used in each.
	selected for performance .		used.	
3. When analyzing	3. When analyzing	3. When analyzing selected	3. When analyzing selected	3. When analyzing selected
selected music, read and	selected music, read and	music, read and identify by	music, read and identify by	music, sight-read in <i>treble</i>
perform using iconic	perform using standard	name or function standard	name or function standard	or bass clef simple
and/or standard notation.	notation.	symbols for rhythm , pitch ,	symbols for rhythm , pitch	rhythmic, melodic, and/or
		articulation, and	articulation, dynamics,	harmonic notation.
		dynamics.	tempo, and form.	
4. Explain how context	4. Explain how context	4. Identify how cultural	4. Identify how cultural	4. Identity how cultural
(such as social and	(such as social, cultural,	and historical context	and historical context	and historical context
<i>cultural</i>) informs a	and <i>historical</i>) informs	inform performances .	inform performances and	inform performances and
performance.	performances.		result in different music	result in different musical
			interpretations.	effects.

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

4th	5th	6th	7th	8th
5. Demonstrate and	5. Demonstrate and	5. Perform a selected	5. Perform contrasting	5. Perform contrasting
explain how intent is	explain how intent is	piece of music	pieces of music	pieces of music,
conveyed through	conveyed through	demonstrating how their	demonstrating their	demonstrating as well as
interpretive decisions and	interpretive decisions and	interpretations of the	interpretations of the	explaining how the
expressive qualities (such	expressive qualities (such	elements of music and the	elements of music and	music's intent is conveyed
as dynamics , tempo , and	as dynamics, tempo,	expressive qualities (such	expressive qualities (such	by their interpretations of
timbre).	timbre, and	as dynamics, tempo,	as dynamics, tempo,	the elements of music
	articulation/style).	timbre, articulation/style,	timbre, articulation/style,	and expressive qualities
		and <i>phrasing</i>) convey	and phrasing) convey	(such as dynamics ,
		intent.	intent.	tempo, timbre,
				articulation/style, and
				phrasing).

Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

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

4th	5th	6th	7th	8th
MU.5.PR2.4	MU.5.PR2.5	MU.5.PR2.6	MU.5.PR2.7	MU.5.PR2.8
1. Apply teacher-provided	1. Apply teacher-provided	1. Identify and apply	1. Identify and apply	1. Identify and apply
and collaboratively	and <i>established</i> criteria	teacher-provided criteria	collaboratively-developed	personally-developed
developed criteria and	and feedback to evaluate	(such as correct	criteria (such as	criteria (such as
feedback to evaluate	the accuracy and	interpretation of notation,	demonstrating correct	demonstrating correct
accuracy and	expressiveness of	technical accuracy,	interpretation of notation,	interpretation of notation,
expressiveness of	ensemble and personal	originality, and interest) to	technical skill of	technical skill of
ensemble and personal	performances.	rehearse, refine , and	performer, originality,	performer, originality,
performances.		determine when a piece is	emotional impact, and	emotional impact, <i>variety</i> ,
		ready to perform .	interest) to rehearse,	and interest) to rehearse,
			refine, and determine	refine, and determine
			when the music is ready to	when the music is ready to
			perform.	perform.
2. Rehearse to refine	2. Rehearse to refine			
technical accuracy and	technical accuracy and			
expressive qualities, and	expressive qualities to			
address performance	address challenges, and			
challenges.	show improvement over			
	time.			

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

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

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

4th	5th	6th	7th	8th
MU.6.PR3.4	MU.6.PR3.5	MU.6.PR3.6	MU.6.PR3.7	MU.6.PR3.8
1. Perform music, alone or	1. Perform music, alone or	1. Perform the music with	1. Perform the music with	1. Perform the music with
with others, with	with others, with	technical accuracy to	technical accuracy and	technical accuracy,
expression and technical	expression, technical	convey the creator's	<i>stylistic expression</i> to	stylistic expression , and
accuracy, and appropriate	accuracy, and appropriate	intent.	convey the creator's	culturally authentic
interpretation.	interpretation.		intent.	<i>practices</i> in music to
				convey the creator's
				intent.
2. Demonstrate	2. Demonstrate	2. Demonstrate	2. Demonstrate	2. Demonstrate
performance decorum	performance decorum	performance decorum	performance decorum	performance decorum
and audience etiquette	and audience etiquette	(such as stage presence,	(such as stage presence,	(such as stage presence,
appropriate for the	appropriate for the	attire, and behavior) and	attire, and behavior) and	attire, and behavior) and
context, venue, and	context, venue, genre,	audience etiquette	audience etiquette	audience etiquette
genre.	and style .	appropriate for venue and	appropriate for venue ,	appropriate for venue ,
		purpose.	purpose, and context.	purpose, context, and
				style.

Anchor Standard 7: Responding-Perceive and analyze artistic work.

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

Essential Question: How do individuals choose music to experience?

4th	5th	6th	7th	8th
MU.5.RE1.4	MU.5.RE1.5	MU.5.RE1.6	MU.5.RE1.7	MU.5.RE1.8
1. Demonstrate and	1. Demonstrate and	1. Select or choose music	1. Select or choose	1. Select <i>programs</i> of
explain how selected music	explain, citing evidence,	to listen to and explain the	contrasting music to listen	music (such as a CD mix or
connects to and is	how selected music	connections to specific	to and <i>compare</i> the	live performances) and
influenced by specific	connects to and is	interests or experiences	connections to specific	demonstrate the
interests, experiences,	influenced by specific	for a specific purpose .	interests or experiences for	connections to an interest
purposes, or contexts.	interests, experiences,		a specific purpose .	or experience for a specific
	purposes, or contexts.			purpose.

Anchor Standard 7: Responding-Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience?

4 th	5 th	6 th	7 th	8 th
2. Demonstrate and	2. Demonstrate and	2. Describe how the	2. Classify and explain how	2. <i>Compare</i> how the
explain how responses to	explain, citing evidence,	elements of music and	the elements of music and	elements of music and
music <i>are</i> informed by the	how responses to music	expressive qualities relate	expressive qualities relate	expressive qualities relate
structure, the use of the	are informed by the	to the structure of the	to the structure of	to the structure within
elements of music, and	structure , the use of the	pieces.	contrasting pieces.	<i>programs</i> of music.
context (such as social and	elements of music, and			
cultural).	context (such as social,			
	cultural, and historical).			
		3. Identify the context of	3. Identify and compare	3. Identify and compare
		music from a variety of	the context of music from	the context of programs
		genres, cultures, and	a variety of genres ,	of music from a variety of
		historical periods.	cultures, and historical	genres, cultures, and
			periods.	historical periods.

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

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

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

4th	5th	6th	7th	8th
MU.8.RE2.4	MU.8.RE2.5	MU.8.RE2.6	MU.8.RE2.7	MU.8.RE2.8
1. Demonstrate and	1. Demonstrate and	1. Describe a personal	1. Describe a personal	1. Support personal
explain how the	explain how the	interpretation of how	interpretation of	interpretation of
expressive qualities (such	expressive qualities (such	creators' and performers'	contrasting works and	contrasting <i>programs</i> of
as dynamics , tempo , and	as dynamics, tempo,	application of the	explain how creators' and	music and explain how
timbre) are used in	timbre, and articulation)	elements of music and	performers' application of	creators' or performers'
performers' and personal	are used in performers'	expressive qualities,	the elements of music and	apply the elements of
interpretations to reflect	and personal	within genres and cultural	expressive qualities, within	music and expressive
expressive intent.	interpretations to reflect	and historical context,	genres, cultures, and	qualities, within genres,
	expressive intent.	convey expressive intent .	historical periods, convey	cultures, and historical
			expressive intent.	periods to convey
				expressive intent.

Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

4th	5th	6th	7th	8th
MU.9.RE3.4	MU.9.RE3.5	MU.9.RE3.6	MU.9.RE3.7	MU.9.RE3.8
1. Evaluate musical works	1. Evaluate musical works	1. Apply teacher-provided	1. Select from <i>teacher-</i>	1. Apply appropriate
and <i>performances,</i>	and performances ,	criteria to evaluate	<i>provided</i> criteria to	personally-developed
applying established	applying established	musical works or	evaluate musical works or	criteria to evaluate
criteria, and explain	criteria, and explain	performances.	performances.	musical works or
appropriateness to the	appropriateness to the			performances.
context.	context, citing evidence			
	from the elements of			
	music.			

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

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

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

4th	5th	6th	7th	8th
MU.10.CO1.4	MU.10.CO1.5	MU.10.CO1.6	MU.10.CO1.7	MU.10.CO1.8
Demonstrate how				
interests, knowledge, and				
skills relate to personal				
choices and intent when				
creating, performing, and				
responding to music.				
1. Demonstrate selected	1. Demonstrate selected	1. Select, organize,	1. Select, organize, develop	1. Select, organize, and
and organized musical	and developed musical	construct, and document	and document personal	document personal
ideas for an improvisation,	ideas for improvisations,	personal musical ideas for	musical ideas for	musical ideas for
arrangement, or	arrangements, or	arrangements and	arrangements, songs, and	arrangements, songs, and
composition to express	compositions to express	compositions within AB or	compositions within AB,	compositions within
i ntent, and explain	intent, and explain	ABA form that	ABA, or theme and	expanded forms that
connection to purpose and	connection to purpose	demonstrate an effective	variation forms that	demonstrate tension and
context.	and context .	beginning, middle, and	demonstrate unity and	release, unity and variety,
		ending, and convey	variety and convey	and <i>balance,</i> and convey
		expressive intent.	expressive intent.	expressive intent.
2. Present the final version				
of created music for	of created music for others	of their documented	of their documented	of their documented
others, and <i>explain</i>	that demonstrates	personal composition or	personal composition ,	personal composition ,
connection to expressive	<i>craftsmanship,</i> and	arrangement, using	song, or arrangement ,	song, or arrangement ,
intent.	explain connection to	craftsmanship and	using craftsmanship and	using craftsmanship and
	expressive intent.	originality to demonstrate	originality to demonstrate	originality to demonstrate
		an effective beginning,	unity and variety, and	the application of
		middle, and ending, and	convey expressive intent .	compositional techniques

4th	5th	6th	7th	8th
MU.10.CO1.4	MU.10.CO1.5	MU.10.CO1.6	MU.10.CO1.7	MU.10.CO1.8
		convey expressive intent .		for creating unity and
				variety, tension and
				<i>release,</i> and <i>balance</i> to
				convey expressive intent .
3. Demonstrate and	3. Demonstrate and	3. Apply teacher-provided	3. Apply <i>collaboratively-</i>	3. Apply <i>personally-</i>
explain how the selection	explain how the selection	criteria for selecting music	developed criteria for	developed criteria for
of music to perform is	of music to perform is	to perform for a specific	selecting music of	selecting music of
influenced by personal	influenced by personal	purpose and/or context	contrasting styles for a	contrasting styles for a
interest, knowledge,	interest, knowledge,	and explain why each was	<i>program</i> with a specific	program with a specific
context, and technical	context, as well as their	chosen.	purpose and/or context	purpose and/or context
skill.	personal and others'		and, after discussion,	and explain expressive
	technical skill.		identify <i>expressive</i>	qualities, technical
			qualities, technical	challenges, and reasons for
			<i>challenges</i> , and <i>reasons</i> for	choices.
			choices.	
4. Demonstrate and	4. Demonstrate and	4. Perform a selected	4. Perform contrasting	4. Perform contrasting
explain how intent is	explain how intent is	piece of music	pieces of music	pieces of music,
conveyed through	conveyed through	demonstrating how their	demonstrating their	demonstrating as well as
interpretive decisions and	interpretive decisions and	interpretations of the	personal interpretations of	explaining how the
expressive qualities (such	expressive qualities (such	elements of music and	the elements of music and	music's intent is conveyed
as dynamics , tempo , and	as dynamics , tempo ,	the expressive qualities	expressive qualities (such	by their interpretations of
timbre).	timbre, and	(such as dynamics ,	as dynamics , tempo ,	the elements of music
	articulation/style).	tempo, timbre,	timbre, articulation/style,	and expressive qualities
		articulation/style, and	and phrasing) convey	(such as dynamics ,
		<i>phrasing</i>) convey intent .	intent.	tempo, timbre,
				articulation/style, and
				phrasing).

4th	5th	6th	7th	8th
MU.10.CO1.4	MU.10.CO1.5	MU.10.CO1.6	MU.10.CO1.7	MU.10.CO1.8
5. Demonstrate and	5. Demonstrate and	5. Select or choose music	5. Select or choose	5. Select <i>programs</i> of
explain how selected music	explain, citing evidence,	to listen to and explain the	contrasting music to listen	music (such as a CD mix or
connects to and is	how selected music	connections to specific	to and <i>compare</i> the	live performances) and
influenced by specific	connects to, and is	interests or experiences	connection to specific	demonstrate the
interests, experiences,	influenced by specific	for a specific purpose .	interests or experiences	connections to an interest
purposes, or contexts.	interests, experiences,		for a specific purpose .	or experience for a specific
	purposes, or contexts.			purpose.

Anchor Standard 11: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

4th	5th	6th	7th	8th
MU.11.CO2.4	MU.11.CO2.5	MU.11.CO2.6	MU.11.CO2.7	MU.11.CO2.8
Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate
understanding of	understanding of	understanding of	understanding of	understanding of
relationships between	relationships between	relationships between	relationships between	relationships between
music and the other arts,	music and the other arts,	music and the other arts,	music and the other arts,	music and the other arts,
other disciplines, varied	other disciplines, varied	other disciplines, varied	other disciplines, varied	other disciplines, varied
contexts, and daily life.	contexts, and daily life.	contexts, and daily life.	contexts, and daily life.	contexts, and daily life.
1. Improvise rhythmic,	1. Improvise rhythmic,	1. Generate simple	1. Generate rhythmic,	1. Generate rhythmic,
melodic, and harmonic	melodic, and harmonic	rhythmic, melodic, and	melodic, and harmonic	melodic and harmonic
ideas, and <i>explain</i>	ideas, and explain	harmonic <i>phrases</i> within	phrases and variations	phrases and harmonic
connection to specific	connection to specific	AB and ABA forms that	over harmonic	accompaniments within
purpose and context (such	purpose and context (such	convey expressive intent .	accompaniments within	expanded forms (including
as social and <i>cultural</i>).	as social, cultural , and		AB, ABA, or theme and	introductions, transitions,
	historical).		variation forms that	and codas) that convey
			convey expressive intent .	expressive intent.
2. Explain how context	2. Explain how context	2. Identify how cultural	2. Identify how cultural	2. Identity how cultural
(such as social and	(such as social, cultural ,	and historical context	and historical context	and historical context
<i>cultural</i>) informs a	and <i>historical</i>) informs	inform the performances .	inform performance and	inform performance and
performance.	performances.		results in different music	results in different <i>musical</i>
			interpretations.	effects.
3. Demonstrate	3. Demonstrate	3. Demonstrate	3. Demonstrate	3. Demonstrate
performance decorum	performance decorum	performance decorum	performance decorum	performance decorum
and audience etiquette	and audience etiquette	(such as stage presence,	(such as stage presence,	(such as stage presence,
appropriate for the	appropriate for the	attire, and behavior) and	attire, and behavior) and	attire, and behavior) and
context, venue, and	context, venue, genre,	audience etiquette	audience etiquette	audience etiquette

4th	5th	6th	7th	8th
MU.11.CO2.4	MU.11.CO2.5	MU.11.CO2.6	MU.11.CO2.7	MU.11.CO2.8
genre.	and style.	appropriate for venue and	appropriate for venue ,	appropriate for venue ,
		purpose.	purpose, and context.	purpose, context, and
				style.
4. Demonstrate and	4. Demonstrate and	4. Identify the context of	4. Identify and compare	4. Identify and compare
explain how responses to	explain, citing evidence,	music from a variety of	the context of music from	the context of programs of
music <i>are</i> informed by the	how responses to music	genres, cultures, and	a variety of genres ,	music from a variety of
structure, the use of the	are informed by the	historical periods.	cultures, and historical	genres, cultures, and
elements of music, and	structure , the use of the		periods.	historical periods.
context (such as social and	elements of music, and			
cultural).	context (such as social,			
	cultural, and historical).			
5. Evaluate musical works	5. Evaluate musical works	5. Apply teacher-provided	5. Select from <i>teacher-</i>	5. Apply appropriate
and <i>performances,</i>	and performances ,	criteria to evaluate musical	<i>provided</i> criteria to	personally-developed
applying established	applying established	works or performances.	evaluate musical works or	criteria to evaluate musical
criteria, and explain	criteria, and explain		performances.	works or performances .
appropriateness to the	appropriateness to the			
context.	context, citing evidence			
	from the elements of			
	music.			