Music Standards
Grades 4-8

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

Music Standards
Grades 4-8

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 MU.2.CR2.4	5th MU.2.CR2.5	6th MU.2.CR2.6	7th MU.2.CR2.7	8th MU.2.CR2.8
1. **Demonstrate** selected *and organized* **musical ideas** for *an* **improvisation,** *arrangement,* or **composition** to express **intent**, *and explain* **connection** *to* **purpose** and **context**.	1. **Demonstrate** selected and *developed* **musical ideas** for **improvisations,** *arrangements, or compositions* to express **intent**, and explain **connection** to **purpose** and context*.	1. 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**.	1. 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.**	1. 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**.
2. Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, *and simple harmonic* **musical ideas**.	2. Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, and *two-chord* harmonic **musical ideas**.	2. 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**.	2. Use **standard** and/or **iconic notation** and/or audio/video recording to document personal simple rhythmic **phrases**, melodic phrases, and ***harmonic sequences***.	2. Use **standard** and/or **iconic notation** and/or audio/video recording to document personal rhythmic **phrases**, melodic phrases, and **harmonic sequences**.

Music Standards
Grades 4-8

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

Music Standards
Grades 4-8

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?

4th	5th	6th	7th	8th
2. **Present** the final version of personal created music to others, and *explain* **connection** to **expressive intent**.	2. **Present** the final version of personal created music to others *that demonstrates craftsmanship,* and explain **connection** to **expressive intent.**	3. **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**.	3. **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**.	3. **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**.

Music Standards
Grades 4-8

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 MU.4.PR1.4	5th MU.4.PR1.5	6th MU.4.PR1.6	7th MU.4.PR1.7	8th MU.4.PR1.8
1. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and technical skill*.	1. **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**.	1. Apply *teacher-provided* **criteria** for selecting music to **perform** for a specific **purpose** and/or **context,** and explain why each was chosen.	1. 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.	1. 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.

Music Standards
Grades 4-8

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?

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

Music Standards
Grades 4-8

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 explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics, tempo**, and *timbre)*.	5. **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities (**such as **dynamics, tempo, timbre,** *and articulation/style).*	5. **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**.	5. **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**.	5. *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**).

Music Standards
Grades 4-8

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

Music Standards
Grades 4-8

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

Music Standards
Grades 4-8

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 MU.5.RE1.4	5th MU.5.RE1.5	6th MU.5.RE1.6	7th MU.5.RE1.7	8th MU.5.RE1.8
1. **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	1. **Demonstrate** and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	1. Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	1. Select or choose contrasting music to listen to and *compare* the **connections** to specific interests or experiences for a specific **purpose**.	1. 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**.

Music Standards
Grades 4-8

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?

4th	5th	6th	7th	8th
2. **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*).	2. **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*).	2. Describe how the **elements of music** and **expressive qualities** relate to the **structure** of the pieces.	2. *Classify and explain* how the **elements of music** and **expressive qualities** relate to the **structure** of contrasting pieces.	2. *Compare* how the **elements of music** and **expressive qualities** relate to the **structure** *within programs* of music.
		3. Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	3. Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	3. Identify and compare the **context** of *programs* of music from a variety of **genres**, **cultures**, and **historical periods**.

Music Standards
Grades 4-8

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 MU.8.RE2.4	5th MU.8.RE2.5	6th MU.8.RE2.6	7th MU.8.RE2.7	8th MU.8.RE2.8
1. **Demonstrate** *and explain* how the **expressive qualities** (such as **dynamics**, **tempo**, and *timbre*) are used in performers' *and personal* **interpretations** to reflect **expressive intent**.	1. **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**.	1. 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**.	1. 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**.	1. *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**.

Music Standards
Grades 4-8

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

Music Standards
Grades 4-8

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 MU.10.CO1.4	5th MU.10.CO1.5	6th MU.10.CO1.6	7th MU.10.CO1.7	8th MU.10.CO1.8
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**.**	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1. **Demonstrate** selected *and organized* **musical ideas** for *an* **improvisation,** *arrangement,* or **composition** to express intent**,** *and explain* **connection** *to* **purpose** and **context**.	1. **Demonstrate** selected and *developed* **musical ideas** for **improvisations,** *arrangements, or compositions* to express **intent**, and explain **connection** to **purpose** and **context**.	1. 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**.	1. 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**.	1. 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**.
2. **Present** the final version of created music for others, and *explain* **connection** to **expressive intent**.	2. **Present** the final version of created music for others *that* **demonstrates craftsmanship,** and explain **connection** to **expressive intent.**	2. **Present** the final version of their documented personal **composition** or **arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, and	2. **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**.	2. **Present** the final version of their documented personal **composition,** song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of ***compositional techniques***

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4th MU.10.CO1.4	5th MU.10.CO1.5	6th MU.10.CO1.6	7th MU.10.CO1.7	8th MU.10.CO1.8
		convey **expressive intent**.		for creating **unity** and **variety**, *tension and release,* and *balance* to convey **expressive intent**.
3. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and technical skill.*	3. **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*.	3. Apply *teacher-provided criteria* for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen.	3. 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.	3. 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.
4. **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and *timbre)*.	4. **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, *and articulation/style)*.	4. **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**.	4. **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**.	4. ***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**).

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Grades 4-8

4th MU.10.CO1.4	5th MU.10.CO1.5	6th MU.10.CO1.6	7th MU.10.CO1.7	8th MU.10.CO1.8
5. **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	5. **Demonstrate** and explain, *citing evidence,* how selected music connects to, and is influenced by specific interests, experiences, **purposes**, or **contexts**.	5. Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	5. Select or choose contrasting music to listen to and *compare* the **connection** to specific interests or experiences for a specific **purpose**.	5. 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**.

Music Standards
Grades 4-8

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

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4th MU.11.CO2.4	5th MU.11.CO2.5	6th MU.11.CO2.6	7th MU.11.CO2.7	8th MU.11.CO2.8
genre.	*and style.*	appropriate for **venue** and **purpose**.	appropriate for **venue**, **purpose**, and *context*.	appropriate for **venue**, **purpose**, **context**, and *style*.
4. **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*).	4. **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*).	4. Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	4. Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	4. Identify and compare the **context** of *programs* of music from a variety of **genres**, **cultures**, and **historical periods**.
5. Evaluate **musical works** and *performances,* applying **established criteria**, and *explain* appropriateness to the **context**.	5. Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the **elements of music**.*	5. Apply *teacher-provided* **criteria** to evaluate **musical works** or **performances**.	5. Select from *teacher-provided* **criteria** to evaluate **musical works** or **performances**.	5. Apply appropriate *personally-developed* **criteria** to evaluate musical works or **performances**.