

## Music Standards PK – 3

**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?

Pre K MU.1.CR1.PK	Kindergarten MU.1.CR1.K	1st MU.1.CR1.1	2nd MU.1.CR1.2	3rd MU.1.CR1.3
1. With substantial <b>guidance, explore</b> and experience a variety of music.	1. With <b>guidance, explore</b> and experience <i>music concepts (such as beat and melodic contour)</i> .	1. With limited <b>guidance</b> , create <b>musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b> .	1. <i>Improvise <b>rhythmic and melodic patterns and musical ideas</b></i> for a specific <b>purpose</b> .	1. Improvise rhythmic and melodic ideas, <i>and describe <b>connection</b></i> to specific <b>purpose and context (such as personal and social)</b> .
	2. With <b>guidance</b> , generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b> ).	2. With limited <b>guidance</b> , generate <b>musical ideas</b> in <i>multiple <b>tonalities</b> (such as <b>major and minor</b>) and <b>meters</b> (such as duple and triple)</i> .	2. Generate <b>musical</b> patterns and <b>ideas</b> <i>within the <b>context</b> of a given <b>tonality</b></i> (such as <b>major</b> and <b>minor</b> ) and <b>meter</b> (such as duple and triple).	2. Generate <b>musical ideas</b> (such as <b>rhythms</b> and <b>melodies</b> ) within a given <b>tonality and/or meter</b> .

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**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?

Pre K MU.2.CR2.PK	Kindergarten MU.2.CR2.K	1st MU.2.CR2.1	2nd MU.2.CR2.2	3rd MU.2.CR2.3
1. With substantial <b>guidance</b> , <b>explore</b> favorite <b>musical ideas</b> (such as <b>movements</b> , <b>vocalizations</b> , or instrumental accompaniments).	1. With <b>guidance</b> , <b>demonstrate</b> and choose favorite <b>musical ideas</b> .	1. With <i>limited guidance</i> , <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	<b>1. Demonstrate</b> and explain personal reasons for selecting <i>patterns and ideas for music</i> that represent <b>expressive intent</b> .	<b>1. Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b> , and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b> .
2. With substantial <b>guidance</b> , select and keep track of the order for performing original <b>musical ideas</b> , using <b>iconic notation</b> and/or recording technology.	2. With <b>guidance</b> , <i>organize</i> personal <b>musical ideas</b> using <b>iconic notation</b> and/or recording technology.	2. With <i>limited guidance</i> , use <b>iconic or standard notation</b> and/or recording technology to <i>document and organize</i> personal <b>musical ideas</b> .	2. Use <b>iconic</b> or <b>standard</b> notation and/or recording technology to <i>combine, sequence</i> , and document personal <b>musical ideas</b> .	2. Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <i>rhythmic and melodic musical ideas</i> .

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**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?

Pre K MU.3.CR3.PK	Kindergarten MU.3.CR3.K	1st MU.3.CR3.1	2nd MU.3.CR3.2	3rd MU.3.CR3.3
1. With substantial <b>guidance</b> , consider personal, peer, and teacher feedback when <b>demonstrating</b> and <b>refining</b> personal <b>musical ideas</b> .	1. With <b>guidance</b> , <i>apply</i> personal, peer, and teacher feedback in <b>refining</b> personal <b>musical ideas</b> .	1. With limited <b>guidance</b> , <i>discuss and</i> apply personal, peer, and teacher feedback to <b>refine</b> personal <b>musical ideas</b> .	1. <b>Interpret</b> and apply personal, peer, and teacher feedback <i>to revise personal music</i> .	1. <i>Evaluate, refine, and document</i> revisions to personal <b>musical ideas</b> , <i>applying teacher-provided and collaboratively-developed criteria and feedback</i> .

**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?

Pre-K	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
2. With substantial <b>guidance</b> , <b>share</b> revised personal <b>musical ideas</b> with peers.	2. With <b>guidance</b> , <b>demonstrate</b> <i>a final version</i> of personal <b>musical ideas</b> to peers.	2. With limited <b>guidance</b> , convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers <i>or informal audience</i> .	2. Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers <i>or informal audience</i> .	2. <b>Present</b> the final version of personal created music to others, <i>and describe connection to expressive intent</i> .

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**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?

Pre K MU.4.PR1.PK	Kindergarten MU.4.PR1.K	1st MU.4.PR1.1	2nd MU.4.PR1.2	3rd MU.4.PR1.3
1. With substantial <b>guidance, demonstrate</b> and state preference for varied musical selections.	1. With <b>guidance, demonstrate and state personal interest</b> in varied musical selections.	1. With limited <b>guidance, demonstrate and discuss</b> personal interest in, <i>knowledge about, and purpose</i> of varied musical selections.	1. <b>Demonstrate and explain</b> personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.	1. <b>Demonstrate</b> and explain <i>how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, purpose, and context.</i>

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**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?

Pre K	Kindergarten	1st	2nd	3rd
2. With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.	2. With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music <i>contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</i>	2. With limited <b>guidance, demonstrate</b> <i>knowledge</i> of music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	2. <b>Demonstrate</b> knowledge of music <b>concepts (such as tonality and meter)</b> in music from a variety of <b>cultures</b> selected for <b>performance</b> .	2. <b>Demonstrate</b> <i>understanding of the structure</i> in music selected for <b>performance</b> .
		3. When analyzing selected music, read and perform <b>rhythmic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	3. When analyzing selected music, read and perform <b>rhythmic and melodic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	3. When analyzing selected music, read and perform <b>rhythmic patterns and melodic phrases</b> using <b>iconic</b> and <b>standard notation</b> .
				4. Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b> .

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**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?

Pre K	Kindergarten	1st	2nd	3rd
3. With substantial <b>guidance, explore</b> music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	3. With <b>guidance, demonstrate</b> awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	4. <b>Demonstrate and describe</b> music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	4. <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) and how <b>creators</b> use them to convey <b>expressive intent</b> .	5. <b>Demonstrate and describe</b> how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).

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**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?

Pre K MU.5.PR2.PK	Kindergarten MU.5.PR2.K	1st MU.5.PR2.1	2nd MU.5.PR2.2	3rd MU.5.PR2.3
1. With substantial <b>guidance</b> , practice and <b>demonstrate</b> what they like about their own <b>performances</b> .	1. With <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	1. With limited <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	1. Apply <b><i>established criteria</i></b> to judge the accuracy, expressiveness, and effectiveness of <b><i>performances</i></b> .	1. Apply <b>teacher-provided</b> and <b><i>collaboratively-developed criteria</i></b> and feedback to evaluate accuracy of <b><i>ensemble performances</i></b> .
2. With substantial <b>guidance</b> , apply personal, peer, and teacher feedback to <b>refine performances</b> .	2. With <b>guidance</b> , use <i>suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.</i>	2. With limited <b>guidance</b> , use suggested strategies in rehearsal to address <i>interpretive challenges</i> of music.	2. Rehearse, <i>identify</i> and apply strategies to address interpretive, <i>performance</i> , and <b><i>technical challenges</i></b> of music.	2. Rehearse to <b><i>refine technical accuracy, expressive qualities</i></b> , and identified performance challenges.

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**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?

Pre K MU.6.PR3.PK	Kindergarten MU.6.PR3.K	1st MU.6.PR3.1	2nd MU.6.PR3.2	3rd MU.6.PR3.3
1. With substantial <b>guidance, perform</b> music with <b>expression</b> .	1. With <b>guidance, perform</b> music with <b>expression</b> .	1. With limited <b>guidance, perform</b> music for a specific <i><b>purpose</b></i> with <b>expression</b> .	1. <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <i><b>technical accuracy</b></i> .	1. <b>Perform</b> music with <b>expression</b> and <b>technical accuracy</b> .
	2. <i><b>Perform</b> appropriately for the audience.</i>	2. <b>Perform</b> appropriately for the audience and <i><b>purpose</b></i> .	2. <b>Perform</b> appropriately for the audience and <b>purpose</b> .	2. <b>Demonstrate</b> <i><b>performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> and <b>venue</b>.</i>



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**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?

Pre K MU.7.RE1.PK	Kindergarten MU.7.RE1.K	1st MU.7.RE1.1	2nd MU.7.RE1.2	3rd MU.7.RE1.3
1. With substantial <b>guidance</b> , state personal interests and <b>demonstrate</b> why they prefer some music selections over others.	1. With <b>guidance</b> , <i>list</i> personal interests <i>and experiences</i> and <b>demonstrate</b> why they prefer some music selections over others.	1. With limited <b>guidance</b> , <i>identify and demonstrate</i> how personal interests and experiences <i>influence musical selection</i> for specific <b>purposes</b> .	1. <i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	1. <b>Demonstrate and describe</b> how <i>selected music connects to</i> and is influenced by specific interests, experiences, or <b>purposes</b> .

**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?

Pre K	Kindergarten	1st	2nd	3rd
2. With substantial <b>guidance</b> , <b>explore</b> musical contrasts in music.	2. With <b>guidance</b> , <b>demonstrate</b> how a <i>specific music concept (such as <b>beat</b> or <b>melodic direction</b>)</i> is used in music.	2. With limited <b>guidance</b> , <b>demonstrate and identify</b> how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b> ) are used in various styles of music for a <b>purpose</b> .	2. <i>Describe</i> how specific music <b>concepts</b> are used to support a <i>specific purpose</i> in music.	2. <b>Demonstrate and describe</b> how a <i>response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)</i> .

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**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?

Pre K MU.8.RE2.PK	Kindergarten MU.8.RE2.K	1st MU.8.RE2.1	2nd MU.8.RE2.2	3rd MU.8.RE2.3
1. With substantial <b>guidance, explore</b> music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	1. With <b>guidance, demonstrate</b> awareness of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	1. With <i>limited guidance, demonstrate and identify expressive qualities</i> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	1. <b>Demonstrate</b> knowledge of music <b>concepts</b> and how they support creators'/performers' <b>expressive intent</b> .	1. <b>Demonstrate and describe</b> how the <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) are used in performers' <b>interpretations</b> to reflect <b>expressive intent</b> .

**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)?

Pre K MU.9.RE3.PK	Kindergarten MU.9.RE3.K	1st MU.9.RE3.1	2nd MU.9.RE3.2	3rd MU.9.RE3.3
1. With substantial <b>guidance</b> , talk about personal and expressive preferences in music.	1. With <b>guidance, apply personal and expressive preferences in the evaluation of music</b> .	1. With limited <b>guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	1. <i>Apply</i> personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	1. Evaluate <b>musical works and performances, applying established criteria, and describe appropriateness to the context</b> .

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**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?

Pre K MU.10.CO1.PK	Kindergarten MU.10.CO1.K	1st MU.10.CO1.1	2nd MU.10.CO1.2	3rd MU.10.CO1.3
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. With substantial <b>guidance</b> , <b>share</b> revised <b>musical ideas</b> with peers.	1. With <b>guidance</b> , <b>demonstrate</b> a final version of personal <b>musical ideas</b> to peers.	1. With limited <b>guidance</b> , <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	1. <b>Demonstrate</b> and explain personal reasons for selecting <b>patterns and ideas</b> for their music that represent <b>expressive intent</b> .	1. <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b> , and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b> .
2. With substantial <b>guidance</b> , <b>demonstrate</b> and state preference for varied musical selections.	2. With <b>guidance</b> , <b>demonstrate</b> and state <i>personal interest</i> in varied musical selections.	2. With limited <b>guidance</b> , convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or <i>informal audience</i> .	2. Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or <i>informal audience</i> .	2. <b>Present</b> the final version of created music for others, and describe <b>connection</b> to <b>expressive intent</b> .
3. With substantial <b>guidance</b> , <b>explore</b> music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> ,	3. With <b>guidance</b> , <b>demonstrate</b> awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> ,	3. <b>Demonstrate</b> and describe music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	3. <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> )	3. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal

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Pre K MU.10.CO1.PK	Kindergarten MU.10.CO1.K	1st MU.10.CO1.1	2nd MU.10.CO1.2	3rd MU.10.CO1.3
and <b>tempo</b> ).	and <b>tempo</b> ) that support the <b>creators’ expressive intent</b> .		<i>and how <b>creators</b> use them to convey <b>expressive intent</b>.</i>	<i>interest, knowledge, <b>purpose</b>, and <b>context</b>.</i>
		4. With limited <b>guidance</b> , <i>identify and <b>demonstrate</b> how</i> personal interests and experiences <i>influence musical selection for specific <b>purposes</b>.</i>	4. <i>Explain and <b>demonstrate</b> how</i> personal interests and experiences influence musical selection for specific <b>purposes</b> .	4. <b>Demonstrate and describe</b> how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).
				5. <b>Demonstrate and describe</b> how <i>selected music connects to</i> and is influenced by specific interests, experiences, or <b>purposes</b> .

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**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?

Pre K MU.11.CO2.PK	Kindergarten MU.11.CO2.K	1st MU.11.CO2.1	2nd MU.11.CO2.2	3rd MU.11.CO2.3
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. With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.	1. With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music contrasts ( <i>such as high/low, loud/soft, same/different</i> ) in a variety of music selected for <b>performance</b> .	1. With limited <b>guidance</b> , create <b>musical ideas</b> ( <i>such as answering a musical question</i> ) for a specific <b>purpose</b> .	1. <b>Improvise <i>rhythmic and melodic</i> patterns and musical ideas</b> for a specific <b>purpose</b> .	1. Improvise rhythmic and melodic ideas, and describe <b>connection</b> to specific <b>purpose and context</b> ( <i>such as <b>personal and social</b></i> ).
2. With substantial <b>guidance, explore</b> musical contrasts in music.	2. With <b>guidance, demonstrate</b> how a specific music <b>concept</b> ( <i>such as <b>beat</b> or <b>melodic direction</b></i> ) is used in music.	2. With limited <b>guidance, demonstrate</b> knowledge of music <b>concepts</b> ( <i>such as <b>beat</b> and <b>melodic contour</b></i> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	2. <b>Demonstrate</b> knowledge of music <b>concepts</b> ( <i>such as <b>tonality</b> and <b>meter</b></i> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> .	2. Describe how <b>context</b> ( <i>such as <b>personal</b> and <b>social</b></i> ) can inform a <b>performance</b> .
3. With substantial <b>guidance</b> , talk about their personal and expressive	3. With <b>guidance, apply</b> <i>personal and expressive preferences in the</i>	3. With limited <b>guidance, perform</b> music for a specific <b>purpose</b> with	3. <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical</b>	3. <b>Demonstrate</b> <b>performance decorum</b> and <b>audience etiquette</b>

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Pre K MU.11.CO2.PK	Kindergarten MU.11.CO2.K	1st MU.11.CO2.1	2nd MU.11.CO2.2	3rd MU.11.CO2.3
preferences in music.	<i>evaluation of music.</i>	<b>expression.</b>	<b>accuracy.</b>	<i>appropriate for the context and venue.</i>
		4. With limited <b>guidance</b> , <b>demonstrate and identify</b> how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b> ) is used in various styles of music for a <b>purpose</b> .	4. Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.	4. <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>personal</b> and <b>social</b> ).
		5. With limited <b>guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	5. Apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	5. Evaluate <b>musical works and performances</b> , applying <b>established criteria</b> , and describe appropriateness to the <b>context</b> .