

KINDERGARTEN PRIORITY STANDARDS

CREATING

MU:Cr1.1.Kb: With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Kb: With guidance, organize personal musical ideas using iconic notation and/or recording technology.

PERFORMING

MU:Pr6.1.Kb: Perform appropriately for the audience.

RESPONDING

MU:Re7.1.Ka: With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re8.1.Ka: With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

CONNECTING

MU:Re7.1.Ka: With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.



FIRST GRADE PRIORITY STANDARDS

CREATING

MU:Cr1.1.1b: With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1b: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

PERFORMING

MU:Pr6.1.1b: Perform appropriately for the audience and purpose.

RESPONDING

MU:Re7.1.1a: With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re8.1.1a: With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

CONNECTING

MU:Re7.1.1a: With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.



SECOND GRADE PRIORITY STANDARDS

CREATING

MU:Cr1.1.2b: Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2b: Use iconic and standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

PERFORMING

MU:Pr6.1.2b: Perform appropriately for the audience and purpose.

RESPONDING

MU:Re7.1.2a: Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re8.1.2a: Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

CONNECTING

MU:Re7.1.2a: Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.



THIRD GRADE PRIORITY STANDARDS

CREATING

MU:Cr1.1.3b: Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

PERFORMING

MU:Pr6.1.3a: Perform music with expression and technical accuracy.

RESPONDING

MU:Re7.1.3a: Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re8.1.3a: Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

CONNECTING

MU:Re7.1.3a: Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.



FOURTH GRADE PRIORITY STANDARDS

CREATING

MU:Cr1.1.4b: Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

MU:Cr2.1.4b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

PERFORMING

MU:Pr5.1.4a: Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr6.1.4a: Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

RESPONDING

MU:Re7.1.4a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re8.1.4a: Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

CONNECTING

MU:Re7.1.4a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.



FIFTH GRADE PRIORITY STANDARDS

CREATING

MU:Cr1.1.5b: Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

PERFORMING

MU:Pr5.1.5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr6.1.5a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

RESPONDING

MU:Re7.1.5a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re8.1.5a: 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.

CONNECTING

MU:Re7.1.5a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.



ELEMENTARY BAND PRIORITY STANDARDS

CREATING

Cr2.1.E.5b: Preserve draft compositions and improvisations through standard notation and audio recording.

PERFORMING

Pr5.3.E.5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Pr6.1.E.5a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

RESPONDING

Re7.1.E.5a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Re9.1.E.5a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING

Re7.1.E.5a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Re9.1.E.5a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.



ELEMENTARY CHORUS PRIORITY STANDARDS

CREATING

Cr2.1.E.5b: Preserve draft compositions and improvisations through standard notation and audio recording.

PERFORMING

Pr5.3.E.5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Pr6.1.E.5a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

RESPONDING

Re7.1.E.5a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Re9.1.E.5a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING

Re7.1.E.5a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Re9.1.E.5a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

