

# **Music Kindergarten through Grade 8**

## **Introduction**

### **Philosophy and Rationale for the Arts**

The arts are essential in education and they provide students with a means to think, feel, and understand the world in unique ways. The meta-cognitive skills learned through instruction in the arts fosters effective work habits, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers across content areas preparing students for life in the 21<sup>st</sup> century.

These revised Nevada Academic Content Standards for Fine Arts encompass five disciplines: Visual Arts, Music, Theater, Dance, and Media Arts, and are predicated on a belief that Artistic Literacy provides students with an ability to create, present, critique, and connect art to their academic studies, lives, and the world around them.

The 2017-2018 Nevada Academic Content Standards for Fine Arts have substantive changes from those previously adopted to better respond to the needs of the field, including the following:

1. Creating four (4) strands to better represent the idea of artistic literacy. The four strands are: Creating, Performing, Responding, and Connecting.
2. The creation of Anchor standards under each of the strands to provide consistency across the disciplines and the presentation of standards across content, disciplines, and grade levels.
3. Grade by grade level standards for each discipline, including three (3) levels at high school to allow for greater differentiation of instruction and support student learning.
4. The inclusion of media arts standards to support the integration of artistic literacy in the areas of film, animation, gaming and computational artmaking (e.g., writing software code) to supplement existing standards in the area of digital communications across the curriculum.

**Interpretation Guide to Reading the Standards:**

<p><b>Strand: Creating-</b> Conceiving and developing new artistic work and ideas.</p>	<p><b>Strand: Performing-</b> Realizing artistic ideas and work through interpretation and presentation.</p>	<p><b>Strand: Responding-</b> Understanding and evaluating how the arts convey meaning.</p>	<p><b>Strand: Connecting-</b> Relating artistic ideas and work with personal meaning and external context.</p>
<p><b>Anchor Standard 1.</b> Generate and conceptualize artistic ideas and work.</p>	<p><b>Anchor Standard 4.</b> Analyze, interpret and select artistic work for presentation.</p>	<p><b>Anchor Standard 7.</b> Perceive and analyze artistic work.</p>	<p><b>Anchor Standard 10.</b> Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b>Anchor Standard 2.</b> Organize and develop artistic ideas and work.</p>	<p><b>Anchor Standard 5.</b> Develop and refine artistic work for presentation.</p>	<p><b>Anchor Standard 8.</b> Interpret intent and meaning in artistic work.</p>	<p><b>Anchor Standard 11.</b> Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.</p>
<p><b>Anchor Standard 3.</b> Refine and complete artistic work.</p>	<p><b>Anchor Standard 6.</b> Convey meaning through the presentation of artistic work.</p>	<p><b>Anchor Standard 9.</b> Apply criteria to evaluate artistic work.</p>	

## Music: Kindergarten

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p>MU:Cr1.K.1 With guidance, explore and experience music concepts (such as pulse and melodic contour).</p> <p>MU:Cr1.K.2 With guidance, generate musical ideas (such as movements or motives).</p>
	2. Organize and develop artistic ideas and work.	<p>MU:Cr2.K.1 With guidance, choose and demonstrate and choose musical ideas.</p> <p>MU:Cr2.K.2 With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p>
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.K.1 With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p>MU:Cr3.K.2 With guidance, demonstrate a final version of personal musical ideas to peers.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.K.1 With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>MU:Pr4.K.2 With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr4.K.3 With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU:Pr4.K.4 With guidance, sing and play instruments with age-appropriate literature.</p>
	5. Develop and refine artistic techniques and work for presentation.	<p>MU:Pr5.K.1 With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU:Pr5.K.2 With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p>
	6. Convey meaning through the presentation of artistic work.	<p>MU:Pr6.K.1 With guidance, perform music with expression.</p> <p>MU:Pr6.K.2 Perform appropriately for the audience.</p>
Responding: Understanding and evaluating how the arts	7. Perceive and analyze work.	<p>MU:Re7.K.1 With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p>

<b>Strand</b>	<b>Anchor</b>	<b>Standard</b>
convey meaning.		MU:Re7.K.2 With guidance, listen to and identify specific music concepts (such as pulse or melodic direction) used in music.
	8. Interpret intent and meaning in artistic work	MU:Re8.K.1 With guidance, interact with of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
	9. Apply criteria to evaluate artistic work.	MU:Re9.K.1 With guidance, apply personal and expressive preferences in the evaluation of music
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	MU:Cn10.K.1 Describe how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr3.K.2, MU:Pr4.K.1, MU:Pr4.K.3
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	MU:Cn11.K.1 Compare and contrast relationships between music and the other arts other disciplines, varied contexts, and daily life. Embedded within: MU:Pr4.K.2, MU:Re7.K.2, MU:Re9.K.1

## Music: 1<sup>st</sup> Grade

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p>MU:Cr1.1.1 With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>MU:Cr1.1.2 With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</p>
	2. Organize and develop artistic ideas and work.	<p>MU:Cr2.1.1 With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>MU:Cr2.1.2 With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p>
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.1.1 With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.</p> <p>MU:Cr3.1.2 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.1.1 With guidance, sing and play instruments to age-appropriate literature.</p> <p>MU:Pr4.1.2 With limited guidance, select and discuss personal interest in, knowledge about, and purpose of varied musical repertoire.</p> <p>MU:Pr4.1.3 With limited guidance, listen to, sing, perform, and respond to music concepts (such as pulse and melodic contour) in selected repertoire.</p> <p>MU:Pr4.1.4 Analyze, classify, or compare and contrast selected music,</p> <p>MU:Pr4.1.5 Read and perform rhythmic patterns using iconic or standard notation.</p>
	5. Develop and refine artistic techniques and work for presentation.	<p>MU:Pr5.1.1 With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU:Pr5.1.2 With limited guidance use suggested strategies in rehearsal to address interpretive challenges of music.</p>

Strand	Anchor	Standard
	6. Convey meaning through the presentation of artistic work.	<p>MU:Pr6.1.1 With limited guidance, perform music for a specific purpose with expression through singing, playing and moving.</p> <p>MU:Pr6.1.2 Perform appropriately for the audience and purpose.</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>MU:Re7.1.2 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.
	9. Apply criteria to evaluate artistic work.	MU:Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.1.1 Demonstrate Describe how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr2.1.1,  MU:Cr3.1.2,  MU:Pr4.1.3</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p>MU:Cn11.1.1 Demonstrate understanding relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:  MU:Cr1.1.1,  MU:Pr4.1.2,  MU:Pr6.1.1,  MU:Re7.1.2,  MU:Re9.1.1,  MU:Pr4.1.2</p> <p>MU:Cn11.1.2 With limited guidance, demonstrate knowledge of listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.</p>

## Music: 2nd Grade

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p>MU:Cr1.2.1 Explore and improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p>MU:Cr1.2.2 Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</p>
	2. Organize and develop artistic ideas and work.	<p>MU:Cr2.2.1 Demonstrate Describe and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>MU:Cr2.2.2 Organize and develop musical ideas using Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p>
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.2.1 Interpret, explain and apply personal, peer, and teacher feedback to revise personal music.</p> <p>MU:Cr3.2.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.2.1 With guidance, sing and play instruments to age-appropriate literature.</p> <p>MU:Pr4.2.2 With limited guidance, select and discuss personal interest in, knowledge about, and purpose of varied musical selections. repertoire.</p> <p>MU:Pr4.2.3 With limited guidance, listen to, sing, perform, and respond to music concepts (such as pulse and melodic contour selected repertoire.</p> <p>MU:Pr4.2.4 Analyze, classify, or compare and contrast selected music.</p> <p>MU:Pr4.2.5 Read and perform rhythmic patterns using iconic or standard notation.</p>
	5. Develop and refine artistic techniques and work for presentation.	<p>MU:Pr5.2.1 Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</p> <p>MU:Pr5.2.2 Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</p>

<b>Strand</b>	<b>Anchor</b>	<b>Standard</b>
	6. Convey meaning through the presentation of artistic work.	<p>MU:Pr6.2.1 Perform music for a specific purpose with expression and technical accuracy through singing, performing and/or moving.</p> <p>MU:Pr6.2.2 Perform appropriately for the audience and purpose.</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.2.1 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.2.1 Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.
	9. Apply criteria to evaluate artistic work.	MU:Re9.2.1 Critique and apply personal and expressive preferences in the evaluation of music for specific purposes
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.2.1 Identify and describe how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr2.2.1,  MU:Cr3.2.1,  MU:Pr4.2.3</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p>MU:Cn11.2.1 Describe, classify or explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:  MU:Cr1.2.1,  MU:Pr4.2.2,  MU:Pr6.2.1,  MU:Re7.2.1  MU:Re9.2.1</p> <p>MU:Cn11.2.2 With limited guidance, listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.</p>



## Music: 3rd Grade

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p>MU:Cr1.3.1 Explore and improvise rhythmic and melodic ideas.</p> <p>MU:Cr1.3.2 Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p>
	2. Organize and develop artistic ideas and work.	<p>MU:Cr2.3.1 Perform selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p>MU:Cr2.3.2 Organize and develop musical ideas using standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>
	3. Refine and complete artistic work. Present culminating presentation of completed work.	<p>MU:Cr3.3.1 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p> <p>MU:Cr3.3.2 Present the final version of personal created music to others, and describe connection to expressive intent.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.3.1 Sing and play instruments to age-appropriate literature.</p> <p>MU:Pr4.3.2 Select, describe and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p>MU:Pr4.3.3 Listen to, sing, perform, and respond or move to the structure in music selected for performance.</p> <p>MU:Pr4.3.4 Analyze selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p>MU:Pr4.3.5 Describe how context (such as personal and social) can inform a performance.</p>
	5. Develop and refine artistic techniques and work for presentation.	<p>MU:Pr5.3.1 Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p>
	6. Convey meaning through	<p>MU:Pr6.3.1 Perform music with expression and</p>

Strand	Anchor	Standard
	the presentation of artistic work.	<p>technical accuracy.</p> <p>MU:Pr6.3.2 Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.3.1 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p>MU:Re7.3.2 Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.3.1 Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent
	9. Apply criteria to evaluate artistic work.	MU:Re9.3.1 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.3.1 Demonstrate Describe how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr2.3.1,  MU:Cr3.3.2,  MU:Pr4.3.1,  MU:Pr4.3.1,  MU:Re7.3.1</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p>MU:Cn11.3.1 Demonstrate understanding of Describe, classify or explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:  MU:Cr1.3.1,  MU:Pr4.3.2,  MU:Pr6.3.1,  MU:Re7.3.2,  MU:Re9.3.1</p> <p>MU:Cn11.3.2 Listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.</p>

## Music: 4<sup>th</sup> Grade

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p>MU:Cr1.4.1 Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p> <p>MU:Cr1.4.2 Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>MU:Cr1.4.3 Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p>
	2. Organize and develop artistic ideas and work.	<p>MU:Cr2.4.1 Demonstrate selected Select and organize musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p>MU:Cr2.4.2 Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.4.1 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.</p> <p>MU:Cr3.4.2 Present the final version of personally created music to others, and explain connection to expressive intent.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.4.1 With guidance, sing and play instruments to age-appropriate literature.</p> <p>MU:Pr4.4.2 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p>MU:Pr4.4.3 Analyze selected music, to read and perform using iconic and/or standard notation.</p> <p>MU:Pr4.4.4 Explain how context (such as social and cultural) informs a performance.</p> <p>MU:Pr4.4.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</p>

Strand	Anchor	Standard
	5. Develop and refine artistic techniques and work for presentation.	<p>MU:Pr5.4.1 Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p>MU:Pr5.4.2 Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>
	6. Convey meaning through the presentation of artistic work.	<p>MU:Pr6.4.1 Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p> <p>MU:Pr6.4.2 Demonstrate performance decorum and audience etiquette appropriate for the context,</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.4.1 Demonstrate Select and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.4.2 Demonstrate Analyze 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).</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.4.1 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
	9. Apply criteria to evaluate artistic work.	MU:Re9.4.1 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.4.1 Demonstrate Describe how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr2.4.1,  MU:Cr3.4.2,  MU:Pr4.4.1,  MU:Pr4.4.4,  MU:Re7.4.1</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p>MU:Cn11.4.1 Demonstrate understanding of Classify and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:  MU:Cr1.4.1,  MU:Pr4.4.5,  MU:Pr6.4.2</p>

## Music: 5th Grade

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p>MU:Cr1.5.1 Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>MU:Cr.1.5.2 Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>MU:Cr1.5.3 Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p>
	2. Organize and develop artistic ideas and work.	<p>MU:Cr2.5.1 Demonstrate Organize selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>MU:Cr2.5.2 Organize and develop musical ideas using standard and/or iconic notation and/or recording tech</p> <p>MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p>
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.5.1 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p> <p>MU:Cr3.5.2 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.5.1 Sing and play instruments to age-appropriate literature.</p> <p>MU:Pr4.5.2 Demonstrate and Select 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.</p> <p>MU:Pr4.5.3 Demonstrate understanding of the elements of music (such as rhythm, pitch, form, and</p>

Strand	Anchor	Standard
		<p>harmony) in music selected for performance by listening, singing, performing, and responding.</p> <p>MU:Pr4.5.4 When analyzing Analyze selected music, read and perform using standard notation.</p> <p>MU:Pr4.5.5 Describes how context (such as social, cultural, and historical) informs performances.</p> <p>MU:Pr4.5.6 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>
	5. Develop and refine artistic techniques and work for presentation.	<p>MU:Pr5.5.1 Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>MU:Pr5.5.2 Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>
	6. Convey meaning through the presentation of artistic work.	<p>MU:Pr6.5.1 Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>MU:Pr6.5.2 Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.5.1 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.5.2 Analyze 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).</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.5.1 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.
	9. Apply criteria to evaluate artistic work.	MU:Re9.5.1 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

<b>Strand</b>	<b>Anchor</b>	<b>Standard</b>
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	MU:Cn10.5.1 Describe how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr2.5.1, MU:Cr3.5.2, MU:Pr4.5.1, MU:Pr4.5.3, MU:Re7.5.1
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	MU:Cn11.5.1 Classify and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within MU:Cr1.5.1, MU:Pr4.5.2, MU:Pr6.5.1, MU:Re7.5.2, MU:Re9.5.1