



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

MUSIC

CREATING

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

MU:Cr1.1a

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

Essential Question(s): How do musicians generate creative ideas?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Cr1.1.PKa	MU:Cr1.1.Ka	MU:Cr1.1.1a	MU:Cr1.1.2a	MU:Cr1.1.3a	MU:Cr1.1.4a	MU:Cr1.1.5a	MU:Cr1.1.6a	MU:Cr1.1.7a	MU:Cr1.1.8a
With substantial guidance, explore and experience a variety of music.	With guidance, explore and experience music concepts (such as beat and melodic contour).	With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

MUSIC: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ CREATING

I CAN move, sing, and play instruments to songs.	I CAN move, sing, and play instruments to different songs.	I CAN create a musical idea.	I CAN create a rhythm or melody to match my thought or idea.	I CAN describe a rhythmic or melodic idea that I improvised.	I CAN improvise and explain my musical idea(s).	I CAN improvise a rhythm, melody or harmonic idea to match a specific context.	I CAN generate expressive musical phrases in AB and ABA form.	I can generate musical phrases in a variety of musical forms.	I can generate a complete work with beginning, middle, and end that conveys unique musical ideas.
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CREATING

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

MU:Cr1.1b

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

Essential Question(s): How do musicians generate creative ideas?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
	MU:Cr1.1.Kb	MU:Cr1.1.1b	MU:Cr1.1.2b	MU:Cr1.1.3b	MU:Cr1.1.4b	MU:Cr1.1.5b			
	With guidance, generate musical ideas (such as movements or motives).	With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.			
	I CAN make music with help	I CAN make different kinds of music with some help.	I CAN create musical patterns and ideas in a given tonality and meter.	I CAN create a musical idea in a given tonality and/or meter.	I CAN create musical ideas with rhythms, melodies and accompaniments within related tonalities and meters.	I CAN create musical ideas with rhythms, melodies and accompaniments within specific tonalities, meters, and chord changes.			

CREATING

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

MU:Cr2.1a

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

Essential Question(s): How do musicians make creative decisions?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Cr2.1.PKa	MU:Cr2.1.Ka	MU:Cr2.1.1a	MU:Cr2.1.2a	MU:Cr2.1.3a	MU:Cr2.1.4a	MU:Cr2.1.4a	MU:Cr2.1.5a	MU:Cr2.1.6a	MU:Cr2.1.8a
With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).	With guidance, demonstrate and choose favorite musical ideas.	With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	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.	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.	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.

MUSIC: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ CREATING

I CAN choose and show my favorite musical ideas, with lots of help.	I CAN choose and show my favorite musical ideas, with help.	I CAN show and tell about the musical choices I make, with help.	I CAN show and tell about the musical choices I make.	I CAN create or arrange a simple musical idea for a particular purpose and explain the connection.	I CAN create or arrange a musical idea for a particular purpose and explain the connection.	I CAN create or arrange musical ideas for a particular purpose and explain the connection.	I CAN create or arrange a complete composition using AB or ABA form to show my ideas.	I CAN create or arrange a complete composition using AB, ABA, or theme and variation forms that convey my ideas.	I CAN create or arrange a complete composition using complex forms that express thoughts and feelings.
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CREATING									
Anchor Standard 2: Organize and develop artistic ideas and work.									
MU:Cr2.1b									
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.									
Essential Question(s): How do musicians make creative decisions?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Cr2.1.PKb	MU:Cr2.1.Kb	MU:Cr2.1.1b	MU:Cr2.1.2b	MU:Cr2.1.3b	MU:Cr2.1.4b	MU:Cr2.1.5b	MU:Cr2.1.6b	MU:Cr2.1.7b	MU:Cr2.1.8b
With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	With guidance, organize personal musical ideas using iconic notation and/or recording technology.	With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two- chord harmonic musical ideas.	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.	Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
I CAN put my musical ideas in order, with lots of help.	I CAN notate or record my musical ideas, with help.	I CAN notate or record my musical ideas, with help.	I CAN notate or record my musical ideas.	I CAN notate or record my musical ideas in rhythm and melody.	I CAN notate or record my musical ideas in rhythm, melody and harmony.	I CAN notate or record my musical ideas in rhythm, melody and two-chord harmony.	I CAN notate or record my musical ideas in rhythm, melody and two-chord harmony	I CAN notate or record my musical ideas using rhythm, melody and harmonic sequences.	I CAN notate or record my musical ideas using rhythm, melody and harmonic sequences.

CREATING

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1a

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

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

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Cr3.1.PKa	MU:Cr3.1.Ka	MU:Cr3.1.1a	MU:Cr3.1.2a	MU:Cr3.1.3a	MU:Cr3.1.4a	MU:Cr3.1.5a	MU:Cr3.1.6a	MU:Cr3.1.7a	MU:Cr3.1.8a
With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	Interpret and apply personal, peer, and teacher feedback to revise personal music.	Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively - developed criteria and feedback, and explain rationale for changes.	Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.	Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
I CAN use help from my teacher and friends to improve my music.	I CAN use help from my teacher and friends to improve my music.	I CAN use help from my teacher or classmates to improve my music.	I CAN use personal, peer, and teacher, editing to improve my music.	I CAN revise my written, personal musical work based on the evaluation of my teacher and peers.	I CAN continually revise my written, personal musical work based on the evaluation of my teacher and peers.	I CAN revise my written, personal musical work based on the evaluation of my teacher and peers and explain the reason for the changes.	I CAN improve my musical compositions by applying criteria my teacher provides.	I CAN improve my musical compositions by applying selected criteria.	I CAN improve my musical compositions by selecting and applying appropriate criteria.

CREATING

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1b

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

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

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Cr3.1.PK	MU:Cr3.1.K	MU:Cr3.1.1	MU:Cr3.1.2	MU:Cr3.1.3	MU:Cr3.1.4	MU:Cr3.1.5	MU:Cr3.1.6b	MU:Cr3.1.7b	MU:Cr3.1.8b
							Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
							I CAN explain why I made certain changes to improve my music based on teacher feedback.	I CAN explain why I made certain changes to improve my music based on teacher and peer feedback.	I CAN explain my choices for refinements made to my personal musical work.

CREATING

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.2a

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication

Essential Question(s): When is creative work ready to share?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MA:Cr3.2.PKa	MU:Cr3.2.Ka	MU:Cr3.2.1a	MU:Cr3.2.2a	MU:Cr3.2.3a	MU:Cr3.2.4a	MU:Cr3.2.5a	MU:Cr3.2.6a	MU:Cr3.2.7a	MU:Cr3.2.8a
With substantial guidance, share revised personal musical ideas with peers.	With guidance, demonstrate a final version of personal musical ideas to peers.	With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Present the final version of personal created music to others, and describe connection to expressive intent.	Present the final version of personal created music to others, and explain connection to expressive intent.	Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	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.	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.	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: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ CREATING

I CAN share my musical ideas with others, with lots of help.	I CAN share my musical ideas with others, with help.	I CAN share the feelings of my music by presenting it to others, with help.	I CAN share the feelings of my music by presenting it to others	I CAN present an original musical work to others and describe my thoughts behind it.	I CAN present an original musical work to others and explain my thoughts behind it.	I CAN present a well prepared original musical work to others and explain my thoughts behind it.	I CAN present my completed written musical work with expression.	I CAN present my written original musical work with skill and style.	I CAN present my written original musical work with proficiency.
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