



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

MUSIC

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

MU:Re7.1a

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Re.7.1.Pka	MU:Re.7.1.Ka	MU:Re.7.1.1a	MU:Re.7.1.2a	MU:Re.7.1.3a	MU:Re.7.1.4a	MU:Re.7.1.5a	MU:Re.7.1.6a	MU:Re.7.1.7a	MU:Re.7.1.8a
With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	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.
I CAN tell you why I like this music, with help.	I CAN tell you why I like this music.	I CAN show and explain why I chose a piece of music.	I CAN show and explain why I chose a piece of music for a certain purpose.	I CAN demonstrate and describe how selected music is connected.	I CAN demonstrate and explain how selected music is connected.	I CAN demonstrate and explain, with evidence, how selected music is connected.	I CAN choose musical works and demonstrate a connection.	I CAN choose contrasting musical works and demonstrate a connection.	I CAN choose a collection of music that demonstrates a connection.

RESPONDING									
Anchor Standard 7: Perceive and analyze artistic work									
MU:Re7.2a									
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(s): How do individuals choose music to experience?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Re.7.2.Pka	MU:Re.7.2.Ka	MU:Re.7.2.1a	MU:Re.7.2.2a	MU:Re.7.2.3a	MU:Re.7.2.4a	MU:Re.7.2.5a	MU:Re.7.2.6a	MU:Re.7.2.7a	MU:Re.7.2.8a
With substantial guidance, explore musical contrasts in music.	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	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.	Describe how specific music concepts are used to support a specific purpose in music.	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).	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).	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).	Describe how the elements of music and expressive qualities relate to the structure of the pieces.	Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	Compare how the elements of music and expressive qualities relate to the structure within programs of music.

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

I CAN respond to differences in music, with help.	I CAN show how musical ideas are used in music.	I CAN show how musical ideas are used in different types of music.	I CAN describe how musical ideas are used for a reason.	I CAN show and explain how the elements of music influence the listener's response.	I CAN show and explain how the elements of music and expressive qualities influence the listener's response.	I CAN show and explain, citing evidence, how the elements of music and expressive qualities influence the listener's response.	I CAN describe how the elements and expressive qualities of music relate.	I CAN classify and explain how the elements and expressive qualities of contrasting music relate.	I CAN compare how elements and expressive qualities of a collection of music relate.
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RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

MU:Re7.2b

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(s): How do individuals choose music to experience?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Re.7.2.Pkb	MU:Re.7.2.Kb	MU:Re.7.2.1b	MU:Re.7.2.2b	MU:Re.7.2.3b	MU:Re.7.2.4b	MU:Re.7.2.5b	MU:Re.7.2.6b	MU:Re.7.2.7b	MU:Re.7.2.8b
							Identify the context of music from a variety of genres, cultures, and historical periods.	Identify and compare the context of music from a variety of genres, cultures, and historical periods.	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
							I CAN identify the genres, cultures, and historical periods within a collection of music.	I CAN identify, compare and contrast genres, cultures, and historical periods of music.	I CAN identify, compare and contrast genres, cultures, and historical periods within a collection of music.

RESPONDING

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1a

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Re8.1.Pka	MU:Re8.1.Ka	MU:Re8.1.1a	MU:Re8.1.2a	MU:Re8.1.3a	MU:Re8.1.4a	MU:Re8.1.5a	MU:Re8.1.6a	MU:Re8.1.7a	MU:Re8.1.8a
With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	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.	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.	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.	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: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ RESPONDING

I CAN tell you, with help, how musical ideas share a thought or feeling.	I CAN tell you, with help, how the composer/performer used musical ideas to share a thought or feeling.	I CAN tell you, with some help, how the composer/performer used musical ideas to share a thought or feeling.	I CAN tell you how the composer/performer used musical ideas to share a thought or feeling.	I CAN show how the expressive qualities are used by the performer to express the composer's intent.	I CAN show how the expressive qualities are used by the performer and me to express the composer's intent.	I CAN show how the expressive qualities are used by the performer and me to express the composer's intent.	I CAN describe how musical and expressive components in music are used by the composer or performer to support my interpretation of the intent.	I CAN describe how musical and expressive components in contrasting music are used by the composer or performer to support my interpretation of the intent.	I CAN use my understanding how musical and expressive components in collections of music are used by the composer or performer to support my interpretation of the intent.
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RESPONDING

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1a

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Re9.1.Pka	MU:Re9.1.Ka	MU:Re9.1.1a	MU:Re9.1.2a	MU:Re9.1.3a	MU:Re9.1.4a	MU:Re9.1.5a	MU:Re9.1.6a	MU:Re9.1.7a	MU:Re9.1.8a
With substantial guidance, talk about personal and expressive preferences in music.	With guidance, apply personal and expressive preferences in the evaluation of music.	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	Apply teacher-provided criteria to evaluate musical works or performances.	Select from teacher-provided criteria to evaluate musical works or performances	Apply appropriate personally-developed criteria to evaluate musical works or performances.
I CAN tell you what I think or how I feel about a piece of music.	I CAN tell you what I think or how I feel about a piece of music.	I CAN tell you what I think or how I feel about a piece of music.	I CAN tell you what I think or how I feel about a piece of music.	I CAN use criteria to evaluate music and describe the context of its performance.	I CAN use criteria to evaluate music and explain the context of its performance.	I CAN use criteria to evaluate music and performances and demonstrate my understanding by citing evidence.	I CAN use criteria to evaluate musical works or performances.	I CAN use select criteria to evaluate musical works or performances	I CAN use criteria that I created to evaluate musical works or performances.