

# Arizona Arts Standards



## General Music 3-5

Student-Friendly-Language  
Learning Intentions

2022

## General Music – Grade 3

### Creating - Conceiving and developing new artistic ideas and work.

<p><b>Anchor Standard:</b> Cr1 Generate and conceptualize artistic work.</p> <p><b>1 Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p><b>Essential Question:</b> How do musicians generate creative ideas?</p>	
Standard	Student Friendly Language
<p><b>MU:3.Cr1.a</b> <b>Improvise</b> rhythmic and melodic ideas (e.g., beat, meter, and rhythm).</p>	<p>a. I am learning to create my own musical ideas using different <b>tempos</b>, time signatures, <b>melodies</b>, and <b>rhythms</b>.</p>
<p><b>MU:3.Cr1.b</b> Generate <b>musical ideas</b> (e.g., <b>rhythms</b> and <b>melodies</b>) within specified <b>tonality</b> and/or <b>meter</b>.</p>	<p>b. I am learning to produce musical ideas in different <b>scales</b> and/or different <b>meters</b>.</p>
<p><b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.</p> <p><b>2 Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question:</b> How do musicians make creative decisions?</p>	
<p><b>MU:3.Cr2.a</b> <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b>.</p>	<p>a. I am learning to use a given musical idea within my own musical <b>composition</b> or <b>improvisation</b>.</p>
<p><b>MU:3.Cr2.b</b> Use <b>notation</b> to document <b>personal</b> or collective <b>rhythmic</b> and melodic <b>musical ideas</b> (e.g., sequencing).</p>	<p>b. I am learning to write my own <b>compositions</b> using a combination of <b>rhythms</b> and <b>melodies</b>.</p>
<p><b>Anchor Standard:</b> Cr3 Refine and complete artistic work.</p> <p><b>3 Enduring Understandings:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p><b>Essential Questions:</b> How do musicians improve the quality of their creative work? When is creative work ready to share?</p>	
<p><b>MU:3.Cr3.a</b> Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> and feedback to evaluate and revise <b>personal musical ideas</b>.</p>	<p>a. I am learning to edit and evaluate my <b>composition</b> based on feedback from my teacher.</p>
<p><b>MU:3.Cr3.b</b> <b>Present</b> the final version of personally or collectively created music to others and explain their creative process.</p>	<p>b. I am learning to share my music by <b>performing</b> and explaining to others how I <b>composed</b> it.</p>

## General Music – Grade 3

### Producing - Realizing artistic ideas and work through interpretation and presentation.

# 4

**Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.

**Enduring Understandings:** 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. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Questions:** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Standard	Student Friendly Language
<b>MU:3.Pr4.a</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose, and context.
<b>MU:3.Pr4.b</b> Demonstrate understanding of the form in music selected for performance.	b. I am learning to see and hear musical patterns in a piece of music and determine its form.
<b>MU:3.Pr4.c</b> Read and perform rhythmic patterns and melodic phrases using notation.	c. I am learning to say, sing/play rhythms and melodic phrases on various instruments or using my voice.
<b>MU:3.Pr4.d</b> Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	d. I am learning to explain different musical ideas and why a composer would use them to portray an idea.

# 5

**Anchor Standard:** Pr5 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?

<b>MU:3.Pr5.a</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate performance.	a. I am learning to work with my teacher and peers to use feedback from my teacher to improve my performance.
<b>MU:3.Pr5.b</b> With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my performance.

# 6

**Anchor Standard:** Pr6 Convey meaning through the presentation of artistic work.

**Enduring Understandings:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience's response.

**Essential Questions:** When is a performance judged ready to present? How does context and the manner in which musical work is presented influence audience response?

<b>MU:3.Pr6.a</b> Perform music with appropriate expression and technique (e.g., mallet placement).	a1. I am learning to use proper technique to perform music. a2. I am learning to perform with more musicality using proper expression.
<b>MU:3.Pr6.b</b> Demonstrate performance and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both performing and being an audience member.

## General Music – Grade 3

### Responding - Understanding and evaluating how the arts convey meaning.

- 7** **Anchor Standard:** Re7 Perceive and analyze artistic work.  
**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
<p><b>MU:3.Re7.a</b> Explain how music listening is influenced by <b>personal</b> interest, knowledge, <b>purpose</b>, and <b>context</b>.</p>	<p>a. I am learning how my interest and preferences in music may influence my musical choices.</p>
<p><b>MU:3.Re7.b</b> <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music (e.g., <b>personal</b>, and <b>social</b>).</p>	<p>b. I am learning how various musical ideas and circumstances may influence other people's response to music.</p>
<p><b>8</b> <b>Anchor Standard:</b> Re8 Interpret intent and meaning in artistic work.  <b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  <b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?</p>	
<p><b>MU:3.Re8.a</b> <b>Demonstrate</b> knowledge of expressive attributes and how they support <b>creators'</b> / <b>performers'</b> expressive intent.</p>	<p>a. I am learning to explain how feelings and ideas can be expressed in music to show the <b>composer</b> or performer's feelings.</p>
<p><b>9</b> <b>Anchor Standard:</b> Re9 Apply criteria to artistic work.  <b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  <b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
<p><b>MU:3.Re9.a</b> Apply <b>teacher-provided</b> and <b>collaboratively</b> developed <b>criteria</b> to evaluate <b>musical works</b> and <b>performances</b>.</p>	<p>a. I am learning to use a <b>rubric</b> to make neutral statements about <b>musical works</b> and <b>performances</b>.</p>

**General Music – Grade 3**

**Connecting - Relating artistic ideas and work with personal meaning and external context.**

**10**

**Anchor Standard:** Cn10 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?

Standard	Student Friendly Language
<p><b>MU:3.Cn10.a</b> Identify <b>pieces</b> of music that are important to one's family.</p>	<p>a. I am learning to select pieces of music for my family and explain my choices.</p>
<p><b>MU:3.Cn10.b</b> <b>Explore</b> various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, and work songs).</p>	<p>b. I am learning about various ways music can be used daily.</p>

**11**

**Anchor Standard:** Cn11 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?

<p><b>MU:3.Cn11.a</b> <b>Explore</b> and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).</p>	<p>a1. I am learning about music and how it is used in other school subjects. a2. I am learning to explain why music is important to these subjects.</p>
<p><b>MU:3.Cn11.b</b> Describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, and <b>historical</b>) can inform a <b>performance</b>.</p>	<p>b. I am learning about how different backgrounds and circumstances can tell me more about a <b>performance</b>.</p>



**ARIZONA DEPARTMENT OF  
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## General Music – Grade 4

### Creating - Conceiving and developing new artistic ideas and work.

<p><b>Anchor Standard:</b> Cr1 Generate and conceptualize artistic work.</p> <p><b>1 Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p><b>Essential Question:</b> How do musicians generate creative ideas?</p>	
Standard	Student Friendly Language
<p><b>MU:4.Cr1.a</b> <i>Improvise</i> rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, and tonality).</p>	<p>a. I am learning to create my own musical ideas using different <b>tempos</b>, time signatures, <b>harmonies</b>, <b>melodies</b>, and <b>rhythms</b>.</p>
<p><b>MU:4.Cr1.b</b> Generate <b>musical ideas</b> (e.g., <b>rhythms</b>, <b>melodies</b>, and simple accompaniment patterns) within related tonalities (e.g., major, and minor) and <b>meters</b>.</p>	<p>a. I am learning to produce musical ideas in different <b>modes</b>, <b>scales</b>, and/or different <b>meters</b>.</p>
<p><b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.</p> <p><b>2 Enduring Understanding:</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question:</b> How do musicians make creative decisions?</p>	
<p><b>MU:4.Cr2.a</b> <i>Demonstrate</i> selected and organized <b>musical ideas</b> for an <b>improvisation</b>, <b>arrangement</b>, or <b>composition</b>.</p>	<p>a. I am learning to use a given musical idea within my own musical <b>composition</b>, <b>improvisation</b>, or <b>arrangement</b>.</p>
<p><b>MU:4.Cr2.b</b> Use <b>notation</b> to document <b>personal</b> or collective <b>rhythmic</b>, melodic, and simple harmonic <b>musical ideas</b> (e.g., chords).</p>	<p>b. I am learning to write my own <b>compositions</b> using a combination of <b>rhythms</b>, <b>melodies</b>, and simple <b>harmonies</b> that I have used before.</p>
<p><b>Anchor Standard:</b> Cr3 Refine and complete artistic work.</p> <p><b>3 Enduring Understandings:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians’ presentation of creative work is the culmination of a process of creation and communication.</p> <p><b>Essential Questions:</b> How do musicians improve the quality of their creative work? When is creative work ready to share?</p>	
<p><b>MU:4.Cr3.a</b> Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> and feedback to evaluate, revise, and document changes in <b>personal musical ideas</b> over time.</p>	<p>a. I am learning to edit my <b>composition</b> based on feedback from my teacher and peers.</p>
<p><b>MU:4.Cr3.b</b> <i>Present</i> the final version of personally or collectively created music to others and explain their creative process.</p>	<p>b. I am learning to share my music by <b>performing</b> and explaining to others how I <b>composed</b> it.</p>

**General Music – Grade 4**

**Producing - Realizing artistic ideas and work through interpretation and presentation.**

**4**

**Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.

**Enduring Understandings:** 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. Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Questions:** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Standard	Student Friendly Language
<b>MU:4.Pr4.a</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose, and context.
<b>MU:4.Pr4.b</b> Demonstrate understanding of the form in music selected for performance.	b. I am learning to see and hear musical patterns in a piece of music and determine its form.
<b>MU:4.Pr4.c</b> Read and perform using notation (e.g., syncopation).	c. I am learning to say, sing/play complex rhythms and melodic phrases on various instruments or using my voice.
<b>MU:4.Pr4.d</b> Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent).	d. I am learning to explain different musical ideas and why a composer would use them to portray an idea. I am learning to apply these traits to my own performances.

**5**

**Anchor Standard:** Pr5 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?

<b>MU:4.Pr5.a</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance.	a. I am learning to use a rubric to apply feedback from my teacher to improve our performance.
<b>MU:4.Pr5.b</b> With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my performance.

**6**

**Anchor Standard:** Pr6 Convey meaning through the presentation of artistic work.

**Enduring Understandings:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience’s response.

**Essential Questions:** When is a performance judged ready to present? How does context and the manner in which musical work is presented influence audience response?

<b>MU:4.Pr6.a</b> Perform music with appropriate expression, technique, and interpretation.	a1. I am learning to use proper technique to perform music. a2. I am learning to make performance choices, based on what I believe the music is calling for. a3. I am learning to perform with more musicality using proper expression.
<b>MU:4.Pr6.b</b> Demonstrate performance and audience decorum appropriate for the occasion.	b1. I am learning proper concert etiquette while performing. b2. I am learning proper concert etiquette while being an audience member.

## General Music – Grade 4

### Responding - Understanding and evaluating how the arts convey meaning.

**7** **Anchor Standard:** Re7 Perceive and analyze artistic work.  
**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
<b>MU:4.Re7.a</b> Explain how music listening is influenced by <b>personal</b> interest, knowledge, <b>purpose</b> , and <b>context</b> .	a. I am learning how my interest and previous experiences with music affect my choices in music.
<b>MU:4.Re7.b</b> <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.	b. I am learning how various musical ideas relate to current events and circumstances and how this affects the audience response.

**8** **Anchor Standard:** Re8 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?

<b>MU:4.Re8.a</b> <b>Demonstrate</b> and describe expressive attributes and how they support <b>creators'/ performers'</b> expressive intent.	a. I am learning to explain how feelings and ideas can be expressed in music to show the <b>composer</b> or <b>performer's</b> feelings.
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**9** **Anchor Standard:** Re9 Apply criteria to 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)?

<b>MU:4.Re9.a</b> Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to use a <b>rubric</b> to make neutral statements about <b>musical works</b> and <b>performances</b> .
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**General Music – Grade 4**

**Connecting - Relating artistic ideas and work with personal meaning and external context.**

10

**Anchor Standard:** Cn10 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?

Standard	Student Friendly Language
<b>MU:4.Cn10.a</b> Identify <b>pieces</b> of music that are important to one's family or <b>cultural</b> heritage.	a. I am learning to select pieces of music for my family and my heritage and explain my choices.
<b>MU:4.Cn10.b</b> Describe the roles and impact various musics play in one's life and the lives of others.	b. I am learning about various ways music can play a part in my life and those around me.
<p><b>Anchor Standard:</b> Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
<b>MU:4.Cn11.a</b> <b>Explore</b> and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a1. I am learning about music and how it is used in other school subjects. a2. I am learning to explain why music is important to these subjects.
<b>MU:4.Cn11.b</b> Describe how <b>context</b> (e.g., <b>social</b> , <b>cultural</b> , and <b>historical</b> ) can inform a <b>performance</b> .	b. I am learning to explain how different backgrounds and circumstances can tell me more about a <b>performance</b> .



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## General Music – Grade 5

### Creating - Conceiving and developing new artistic ideas and work.

1

**Anchor Standard:** Cr1 Generate and conceptualize artistic 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?

Standard	Student Friendly Language
<p><b>MU:5.Cr1.a</b> <b>Improvise</b> rhythmic, melodic, and harmonic ideas (e.g., <b>beat</b>, <b>meter</b>, <b>rhythm</b>, <b>harmony</b>, and <b>tonality</b>).</p>	<p>a. I am learning to create my own musical ideas using different <b>tempos</b>, time signatures, <b>harmonies</b>, <b>melodies</b>, and <b>rhythms</b>.</p>
<p><b>MU:5.Cr1.b</b> Generate <b>musical ideas</b> (e.g., <b>rhythms</b>, <b>melodies</b>, and accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes.</p>	<p>b. I am learning to produce musical ideas in different <b>modes</b>, <b>scales</b>, simple chord structures, and/or different <b>meters</b>.</p>
<p><b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.</p> <p><b>Enduring Understanding:</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question:</b> How do musicians make creative decisions?</p>	
<p><b>MU:5.Cr2.a</b> <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b>, <b>arrangements</b>, or <b>compositions</b>.</p>	<p>a. I am learning to use a given musical idea within my own musical <b>composition</b>, <b>improvisation</b>, or <b>arrangement</b>.</p>
<p><b>MU:5.Cr2.b</b> Use <b>notation</b> to document <b>personal</b> or collective <b>rhythmic</b>, melodic, and two- or three-chord harmonic <b>musical ideas</b> (e.g., chords).</p>	<p>b. I am learning to write my own <b>compositions</b> using a combination of <b>rhythms</b>, <b>melodies</b>, and simple <b>harmonies</b>.</p>
<p><b>Anchor Standard:</b> Cr3 Refine and complete artistic work.</p> <p><b>Enduring Understandings:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians’ presentation of creative work is the culmination of a process of creation and communication.</p> <p><b>Essential Questions:</b> How do musicians improve the quality of their creative work? When is creative work ready to share?</p>	
<p><b>MU:5.Cr3.a</b> Describe the rationale for revising the music based on evaluation <b>criteria</b> and feedback from their teacher.</p>	<p>a. I am learning to explain my reasoning for the musical choices I made when editing my <b>composition</b>.</p>
<p><b>MU:5.Cr3.b</b> <b>Present</b> the final version of personally or collectively created music to others and explain their creative process.</p>	<p>b. I am learning to share my music by <b>performing</b> and explaining to others how I composed it.</p>

**General Music – Grade 5**

**Producing - Realizing artistic ideas and work through interpretation and presentation.**

**4**

**Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.

**Enduring Understandings:** 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. Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Questions:** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Standard	Student Friendly Language
<b>MU:5.Pr4.a</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a. I am learning to listen to music and make choices about the music based on personal interest, knowledge, purpose, and context.
<b>MU:5.Pr4.b</b> Demonstrate understanding of the form in music selected for performance.	b. I am learning to see and hear musical patterns in a piece of music and determine its form.
<b>MU:5.Pr4.c</b> Read and perform using notation (e.g., syncopation).	c. I am learning to say, sing/play complex rhythms and melodic phrases on various instruments or using my voice.
<b>MU:5.Pr4.d</b> Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent).	d. I am learning to explain different musical ideas and why a composer would use them to portray an idea to me.

**5**

**Anchor Standard:** Pr5 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?

<b>MU:5.Pr5.a</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance.	a. I am learning to use feedback from my teacher to improve my performance.
<b>MU:5.Pr5.b</b> With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. I am learning to use proper rehearsal techniques to improve my performance.

**6**

**Anchor Standard:** Pr6 Convey meaning through the presentation of artistic work.

**Enduring Understandings:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience’s response.

**Essential Questions:** When is a performance judged ready to present? How does context and the manner in which musical work is presented influence audience response?

<b>MU:5.Pr6.a</b> Perform music with appropriate expression, technique, and interpretation.	a1. I am learning to use proper technique to perform music. a2. I am learning to make performance choices based on what I believe the music is calling for. a3. I am learning to perform with more musicality using proper expression.
<b>MU:5.Pr6.b</b> Demonstrate performance and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both performing and being an audience member.

## General Music – Grade 5

### Responding - Understanding and evaluating how the arts convey meaning.

**7** **Anchor Standard:** Re7 Perceive and analyze artistic work.  
**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Student Friendly Language
<b>MU:5.Re7.a</b> Explain how music listening is influenced by <b>personal</b> interest, knowledge, <b>purpose</b> , and <b>context</b> .	a. I am learning how my interest and previous experiences with music affect my choices in music.
<b>MU:5.Re7.b</b> <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.	b. I am learning how various musical ideas and the circumstances music is used in can affect people's response.

**8** **Anchor Standard:** Re8 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?

<b>MU:5.Re8.a</b> <b>Demonstrate</b> and describe expressive attributes and how they support <b>creators' / performers'</b> expressive intent.	a. I am learning to explain how feelings and ideas can be expressed in music to show the <b>composer</b> or <b>performer's</b> feelings.
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**9** **Anchor Standard:** Re9 Apply criteria to 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)?

<b>MU:5.Re9.a</b> Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> to evaluate <b>musical works</b> and <b>performances</b> .	a. I am learning to use a <b>rubric</b> to make neutral statements about <b>musical works</b> and <b>performances</b> .
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**General Music – Grade 5**

**Connecting - Relating artistic ideas and work with personal meaning and external context.**

10

**Anchor Standard:** Cn10 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?

Standard	Student Friendly Language
<b>MU:5.Cn10.a</b> Explain why particular <b>pieces</b> of music are important to one's family or <b>cultural</b> heritage.	a. I am learning to select pieces of music from my family and my heritage and explain my choices.
<b>MU:5.Cn10.b</b> Describe the roles and impact various musics play in one's life and the lives of others.	b. I am learning about various ways music can play a part in my life and those around me.
<p><b>Anchor Standard:</b> Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p><b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
<b>MU:5.Cn11.a</b> Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a1. I am learning about music and how it is used in other school subjects. a2. I am learning to explain why music is important to these subjects.
<b>MU:5.Cn11.b</b> Describe how <b>context</b> (e.g., <b>social</b> , <b>cultural</b> , and <b>historical</b> ) can inform a <b>performance</b> .	b. I am learning to explain how different backgrounds and circumstances can tell me more about a <b>performance</b> .



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