

# Arizona Arts Standards



## General Music 6-8

Student-Friendly-Language  
Learning Intentions

2022

## General Music – Grade 6

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

**Anchor Standard:** Cr1 Generate and conceptualize artistic work.

**1**

**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:6.Cr1.a</b> <b>Improvise</b> rhythmic, melodic, and harmonic ideas within a specified <b>form</b> (e.g., <b>AB</b>, <b>ABA</b>, <b>rondo</b>, <b>theme</b>, and <b>variations</b>, etc.).</p>	<p>a. I am learning to <b>improvise</b> within a specific musical form.</p>
<p><b>MU:6.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 within a specified <b>form</b>.</p>	<p>b. I am learning to create my musical ideas using <b>tonalities</b>, <b>meters</b>, and simple chordal changes within a specific musical <b>form</b>.</p>
<p><b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.</p> <p><b>2</b> <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:6.Cr2.a</b> <b>Demonstrate</b> selected and developed ideas for <b>improvisations</b>, <b>arrangements</b>, or <b>compositions</b> with (e.g., defined beginning, middle, and ending).</p>	<p>a. I am learning to <b>demonstrate</b> my musical ideas for <b>improvisations</b>, <b>arrangements</b>, or <b>compositions</b>.</p>
<p><b>MU:6.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 use <b>notation</b> to document my rhythmic, melodic, and two-or three- chord harmonic musical ideas.</p>
<p><b>Anchor Standard:</b> Cr3 Refine and complete artistic work.</p> <p><b>3</b> <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:6.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 describe the rationale “the why/reason” for revising my music based on evaluation <b>criteria</b> and teacher feedback.</p>
<p><b>MU:6.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 present the final version of my music and explain my creative process to others</p>

**General Music – Grade 6**

**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:6.Pr4.a</b> Select music to perform using teacher-provided criteria.	a. I am learning to select music to perform using my teacher’s provided criteria (guidelines).
<b>MU:6.Pr4.b</b> Demonstrate understanding of the form in music selected for performance.	b. I am learning to use form in music for a musical performance.
<b>MU:6.Pr4.c</b> Read and perform using notation (e.g., syncopation).	c. I am learning to read and perform standard notation.
<b>MU:6.Pr4.d</b> Explain how interpretation is connected to expressive intent (e.g., Context)	d. I am learning to explain how music makes me feel based on expressive qualities.

**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:6.Pr5.a</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance.	a. I am learning to use criteria and feedback to evaluate performances.
<b>MU:6.Pr5.b</b> With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. I am learning to rehearse to refine technique, expression, and identified performance challenges.

**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:6.Pr6.a</b> Perform music with appropriate expression, technique, and interpretation.	a. I am learning to perform music with appropriate expression, technique, and interpretation.
<b>MU:6.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 6

### 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:6.Re7.a</b> Compare and contrast one's listening preferences with those of others.</p>	<p>a. I am learning to compare and contrast my own listening preferences to those of my classmates.</p>
<p><b>MU:6.Re7.b</b> <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.</p>	<p>b. I am learning to demonstrate and explain how musical concepts and context will affect responses to music.</p>
<p><b>8 Anchor Standard:</b> Re8 Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?</p>	
<p><b>MU:6.Re8.a</b> <b>Demonstrate</b> and describe expressive attributes and <b>context</b> and how they support <b>creators'/' performers' expressive intent</b>.</p>	<p>a. I am learning to <b>demonstrate</b> and describe how expressive qualities and context support the creators'/performers' <b>expressive intent</b>.</p>
<p><b>9 Anchor Standard:</b> Re9 Apply criteria to artistic work.</p> <p><b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
<p><b>MU:6.Re9.a</b> Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> to evaluate <b>musical works</b> and <b>performances</b>.</p>	<p>a. I am learning to apply teacher-provided and collaboratively developed criteria to evaluate musical works and <b>performances</b>.</p>

**General Music – Grade 6**

**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:6.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 explain why particular pieces of music are important to my family or for my cultural heritage.
<b>MU:6.Cn10.b</b> Reflect on and discuss the roles and impact various musics play in one's life and the lives of others.	b. I am learning to reflect on and discuss the roles and the impact various music plays in my life and in the lives of others.

**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?

<b>MU:6.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).	a. I am learning to explain the relationships between music and the other content areas at my school
<b>MU:6.Cn11.b</b> Identify and 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 identify and describe how contextual awareness can influence a <b>performance</b> .



**ARIZONA DEPARTMENT OF  
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## General Music – Grade 7

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

**Anchor Standard:** Cr1 Generate and conceptualize artistic work.

**1 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:7.Cr1.a</b> <b>Improvise</b> rhythmic, melodic, and harmonic phrases within a specified form (e.g., AB, ABA, rondo, theme, and variations, etc.).</p>	<p>a. I am learning to <b>improvise</b> a specified form in music.</p>
<p><b>MU:7.Cr1.b</b> Generate coherent musical ideas (e.g., rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.</p>	<p>a. I am learning to create my musical ideas within specific musical guidelines using tonalities, meter, chordal changes, and form.</p>
<p><b>2 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:7.Cr2.a</b> <b>Demonstrate</b> and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., with unity and variety).</p>	<p>a. I am learning to create improvisation, arrangements, and compositions from developed musical ideas.</p>
<p><b>MU:7.Cr2.b</b> Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p>b. I am learning to use notation to create my musical phrases.</p>
<p><b>3 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:7.Cr3.a</b> Describe the rationale for revising the music based on evaluation criteria and feedback from others (teacher and peers).</p>	<p>a. I am learning to describe my reasons for making improvements to my music based on the criteria and feedback from others.</p>
<p><b>MU:7.Cr3.b</b> <b>Present</b> the final version of their documented personally or collectively created music to others and explain their creative process and intent.</p>	<p>b. I am learning to present my creative process and intent for my final musical creation.</p>

**General Music – Grade 7**

**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:7.Pr4.a</b> Select music to perform using teacher-provided criteria and explain reasons for choices.	a. I am learning to select and explain my selection of performance music based on my teacher provided criteria.
<b>MU:7.Pr4.b</b> Demonstrate understanding of the form in music selected for performance.	b. I am learning to demonstrate how I understand form in music.
<b>MU:7.Pr4.c</b> Read and perform using notation (e.g., syncopation).	c. I am learning to read and perform music using notation.
<b>MU:7.Pr4.d</b> Explain how interpretation is connected to expressive intent in various musics.	d. I am learning to explain how music makes me feel based on expressive qualities.

**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:7.Pr5.a</b> Apply collaboratively developed criteria and feedback to evaluate personal and ensemble performance.	a. I am learning to use criteria and feedback to evaluate performances.
<b>MU:7.Pr5.b</b> With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. I am learning to rehearse to refine technique, expression, and identified performance challenges.

**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:7.Pr6.a</b> Perform music with appropriate expression, technique, and interpretation.	a. I am learning to perform music with appropriate expression, technique, and interpretation.
<b>MU:7.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 7

### 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:7.Re7.a</b> Compare and contrast one's listening preferences with those of others.</p>	<p>a. I am learning to compare and contrast my own listening preferences to those of my classmates.</p>
<p><b>MU:7.Re7.b</b> Classify and explain, citing evidence, how musical concepts, design, and <b>contexts</b> affect responses to music (e.g., <b>personal</b> and <b>social</b>).</p>	<p>b. I am learning to classify, explain, and cite my evidence on how musical concepts, designs, and context will affect the listener's responses to music.</p>
<p><b>8 Anchor Standard:</b> Re8 Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?</p>	
<p><b>MU:7.Re8.a</b> Classify and describe expressive attributes and <b>context</b> and how they support <b>creators'/performers' expressive intent</b>.</p>	<p>a. I am learning to demonstrate and describe how expressive qualities and context support the creators'/performers' <b>expressive intent</b>.</p>
<p><b>9 Anchor Standard:</b> Re9 Apply criteria to artistic work.</p> <p><b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
<p><b>MU:7.Re9.a</b> Apply <b>collaboratively developed criteria</b> to evaluate <b>musical works</b> and <b>performances</b>.</p>	<p>a. I am learning to apply collaboratively developed criteria to evaluate <b>musical works</b> and <b>performances</b>.</p>

**General Music – Grade 7**

**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:7.Cn10.a</b> Identify examples of how music helps to <b>create</b> a sense of identity, community, and solidarity.	a. I am learning to provide examples of the various ways music can create a sense of identity, community, and solidarity.
<b>MU:7.Cn10.b</b> Reflect on and discuss the roles and impact various musics play in one's life and the lives of others.	b. I am learning to reflect on and discuss the roles and the impact various music plays in my life and in the lives of others.

**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?

<b>MU:7.Cn11.a</b> Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. I am learning to combine various ideas to demonstrate the relationships between music and the other content areas.
<b>MU:7.Cn11.b</b> Identify and explain how <b>context</b> (e.g., <b>social</b> , <b>cultural</b> , and <b>historical</b> ) can inform a <b>performance</b> .	a. I am learning to identify and describe how contextual awareness can influence a performance.



**ARIZONA DEPARTMENT OF  
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## General Music – Grade 8

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

**Anchor Standard:** Cr1 Generate and conceptualize artistic work.

**1**

**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:8.Cr1.a</b> <b>Improvise</b> rhythmic, melodic, and harmonic ideas within <b>expanded forms</b> (e.g., introductions, transitions, codas, etc.).</p>	<p>a. I am learning to <b>improvise</b> <b>expanded form</b> in music.</p>
<p><b>MU:8.Cr1.b</b> Generate coherent <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 within a specified <b>form</b>.</p>	<p>b. I am learning to create my musical ideas within specific musical guidelines using <b>tonalities</b>, <b>meter</b>, chordal changes, and <b>form</b>.</p>
<p><b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.</p> <p><b>2</b> <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:8.Cr2.a</b> <b>Demonstrate</b> and document selected and developed ideas for <b>improvisations</b>, <b>arrangements</b>, or <b>compositions</b> (e.g., <b>unity</b>, <b>variety</b>, balance, tension, and release).</p>	<p>a. I am learning to create <b>improvisation</b>, <b>arrangements</b>, and <b>compositions</b> from developed musical ideas.</p>
<p><b>MU:8.Cr2.b</b> Use <b>notation</b> to document <b>personal</b> or collective <b>rhythmic phrases</b>, melodic <b>phrases</b>, and <b>harmonic sequences</b>.</p>	<p>b. I am learning to use <b>notation</b> to create my musical phrases.</p>
<p><b>Anchor Standard:</b> Cr3 Refine and complete artistic work.</p> <p><b>3</b> <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:8.Cr3.a</b> Describe the rationale for revising the music based on evaluation <b>criteria</b> and feedback from others (teacher and peers).</p>	<p>a. I am learning to describe my reasons for making improvements to my music based on the criteria and feedback from others.</p>
<p><b>MU:8.Cr3.b</b> <b>Present</b> the final version of their documented personally or collectively created music to others and explain their creative process and <b>intent</b>.</p>	<p>b. I am learning to present my creative process and intent for my final musical creation.</p>

## General Music – Grade 8

### 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:8.Pr4.a</b> Select music to perform using personally developed criteria and explain reasons for choices.	a. I am learning to select and explain my selection of performance music based on my own criteria
<b>MU:8.Pr4.b</b> Compare and contrast the form in music selected for performance.	b. I am learning to compare and contrast form in music.
<b>MU:8.Pr4.c</b> Read and perform using notation (e.g., syncopation).	c. I am learning to read and perform music using notation.
<b>MU:8.Pr4.d</b> Explain how interpretation is connected to expressive intent in various musics.	d. I am learning to explain how music makes me feel based on expressive qualities.

# 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:8.Pr5.a</b> Apply personally and/or collaboratively developed criteria and feedback to evaluate personal and ensemble performance.	a. I am learning to use criteria and feedback to evaluate performances.
<b>MU:8.Pr5.b</b> With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. I am learning to rehearse for refinement of technique, expression, and identified performance challenges.

# 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:8.Pr6.a</b> Perform music with appropriate expression, technique, and interpretation.	a. I am learning to perform music with appropriate expression, technique, and interpretation.
<b>MU:8.Pr6.b</b> Demonstrate performance and audience decorum appropriate for the occasion.	b. I am learning proper concert etiquette while both performing or being an appropriate audience member.

## General Music – Grade 8

### 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:8.Re7.a</b> Compare and contrast one's listening preferences with those of others.</p>	<p>a. I am learning to compare and contrast my own listening preferences to those of my classmates.</p>
<p><b>MU:8.Re7.b</b> Classify and explain, citing evidence, how musical concepts, design, and <b>contexts</b> affect responses to music.</p>	<p>b. I am learning to classify, explain, and cite my evidence on how musical concepts, design, and context will affect the listeners' responses to music.</p>
<p><b>8 Anchor Standard:</b> Re8 Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?</p>	
<p><b>MU:8.Re8.a</b> Classify and describe expressive attributes and <b>context</b> and how they support <b>creators'/performers' expressive intent</b>.</p>	<p>a. I am learning to <b>demonstrate</b> and describe how expressive qualities and context support the creators'/performers' <b>expressive intent</b>.</p>
<p><b>9 Anchor Standard:</b> Re9 Apply criteria to artistic work.</p> <p><b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
<p><b>MU:8.Re9.a</b> Apply personally and/or <b>collaboratively developed criteria</b> to evaluate <b>musical works</b> and performances.</p>	<p>a. I am learning to apply personally and/or collaboratively developed criteria to evaluate <b>musical works</b> and <b>performances</b>.</p>

## General Music – Grade 8

### 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:8.Cn10.a</b> Explain how music helps to <b>create</b> a sense of identity, community, and solidarity.	a. I am learning to explain the various ways music can create a sense of identity, community, and solidarity.
<b>MU:8.Cn10.b</b> Reflect on and discuss the roles and impact various musics play in one's life and the lives of others.	b. I am learning to reflect on and discuss the roles and the impact various music plays in my life and in the lives of others.

**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?

<b>MU:8.Cn11.a</b> Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. I am learning to combine various ideas to demonstrate the relationships between music and the other content areas.
<b>MU:8.Cn11.b</b> Identify and explain 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 identify and describe how contextual awareness can influence a <b>performance</b> .



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