

Kansas State Music Standards

PreK-8 General Music

Cr	Standard 1: Creating – Conceiving and developing new artistic ideas and work.
	Process Component Cr.1: Imagine – <i>Generate musical ideas for various purposes and contexts.</i>
	Process Component Cr.2: Plan and Make – <i>Select and develop musical ideas for defined purposes and contexts.</i>
	Process Component Cr.3: Evaluate and Refine – <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>
Pr	Process Component Cr.4: Present – <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>
	Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.
	Process Component Pr.1: Select – <i>Select varied musical work to present based on interest, knowledge, technical skill, and context.</i>
	Process Component Pr.2: Analyze – <i>Analyze the structure and context of varied musical works and their implication for performance.</i>
	Process Component Pr.3: Interpret – <i>Develop personal interpretations that consider creators' intent.</i>
Re	Process Component Pr.4: Rehearse, Evaluate, and Refine – <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>
	Process Component Pr.5: Present – <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>
	Standard 3: Responding – Understanding and evaluating how the arts convey meaning.
	Process Component Re.1: Select – <i>Choose music appropriate for a specific purpose or context.</i>
	Process Component Re.2: Analyze – <i>Analyze how the structure and context of varied musical works inform the response.</i>
	Process Component Re.3: Interpret – <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>
	Process Component Re.4: Evaluate – <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.1: Imagine: <i>Generate musical ideas for various purposes and contexts.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
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?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	Cr.1.3.a <i>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</i> Cr.1.3.b Generate musical <i>ideas (such as rhythms and melodies)</i> within a given tonality <i>and/or</i> meter.	The Student Will: <ul style="list-style-type: none"> Explore various sound sources to express ideas, feelings, and basic concepts. Improvise own instrumental accompaniments to enhance songs, stories, and/or poems. Improvise “answers” in the same style to given rhythmic and melodic “questions”. Improvise simple rhythmic/melodic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given melody. Improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines. Improvise a simple harmonic accompaniment. Improvise simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys. Improvise a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment. Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.
4 th Grade	Cr.1.4.a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</i> Cr.1.4.b Generate musical ideas (such as rhythms, melodies, and <i>simple accompaniment patterns</i>) within related tonalities (such as major and minor) and meters.	
5 th Grade	Cr.1.5.a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</i> Cr.1.5.b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and <i>simple chord changes</i> .	



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


The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.2: Plan and Make: <i>Select and develop musical ideas for defined purposes and contexts.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	<p>Cr.2.3.a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p>Cr.2.3.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Arrange or compose short songs and/or instrumental pieces using a variety of sound sources. • Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance. • Arrange a simple piece for voices or instrument other than that for which the piece was written. • Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation. • Notate rhythms using a variety of standard note and rest values (i.e. whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth) in a given meter signature (i.e. 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve). • Notate melodic and/or harmonic patterns or phrases using traditional notation. • Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.
4 th Grade	<p>Cr.2.4.a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p>Cr.2.4.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	
5 th Grade	<p>Cr.2.5.a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>Cr.2.5.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>	




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

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.3: Evaluate and Refine: <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>		
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their creative work?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	Cr.3.3 <i>Evaluate, refine, and document</i> revisions to personal <i>musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</i>	
4 th Grade	Cr.3.4 Evaluate, refine, and document revisions to personal <i>music</i> , applying teacher-provided <i>and collaboratively-developed</i> criteria and feedback <i>to show improvement over time.</i>	
5 th Grade	Cr.3.5 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, <i>and explain rationale for changes.</i>	
		

Fine Arts Anchor Standard 3: Refine and complete artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music 3 - 5		 School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.4: Present: <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question: When is creative work ready to share?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	Cr.4.3 Present the final version of personal created music to others, and describe connection to expressive intent.	The Student Will: <ul style="list-style-type: none"> • Develop an artist statement describing the creative process and expressive intent of a student-generated musical creation. • Perform individually (or have others perform) a student-generated musical creation demonstrating craftsmanship and originality.
4 th Grade	Cr.4.4 Present the final version of personal created music to others, and explain connection to expressive intent.	
5 th Grade	Cr.4.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explains connection to expressive intent	

Fine Arts Anchor Standard 3: Refine and complete artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.1: Select: <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: 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. Essential Question: How do performers select repertoire?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	Pr.1.3 Demonstrate and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</i>	
4 th Grade	Pr.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, <i>and technical skill.</i>	
5 th Grade	Pr.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as <i>their personal and others' technical skill.</i>	
The Student Will: <ul style="list-style-type: none"> • Identify and describe the purpose of music as it is experienced in daily life. • Understand the historical and cultural context of a musical selection. • Identify appropriate musical selections for a variety of audiences. • Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities. • Justify the choice of music based upon the student-generated selection criteria. 		

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.2: Analyze: <i>Analyze the structure and context of varied musical works and their implications for performance.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question: How does understanding the structure and context of musical works inform performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	<p>Pr.2.3.a Demonstrate <i>understanding of the structure</i> in music selected for performance.</p> <p>Pr.2.3.b When analyzing selected music, read and perform <i>rhythmic patterns and melodic phrases</i> using iconic and standard notation.</p> <p>Pr.2.3.c Describe how context (such as personal and social) can inform a performance.</p>	
4 th Grade	<p>Pr.2.4.a Demonstrate understanding of the structure <i>and the elements</i> of music (<i>such as rhythm, pitch, and form</i>) in music selected for performance.</p> <p>Pr.2.4.b When analyzing selected music, read and perform using iconic <i>and/or</i> standard notation.</p> <p>Pr.2.4.c <i>Explain</i> how context (such as social and cultural) informs a performance.</p>	
5 th Grade	<p>Pr.2.5.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, <i>and harmony</i>) in music selected for performance.</p> <p>Pr.2.5.b When analyzing selected music, read and perform using <i>standard notation</i>.</p> <p>Pr.2.5.c Explain how context (such as social, cultural, <i>and historical</i>) informs performances.</p>	



Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.3: Interpret: <i>Develop personal interpretations that consider creators' intent.</i> Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
Enduring Understanding: Performers make interpretive decisions based on their understating of context and expressive intent. Essential Question: How do performers interpret musical works?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade Pr.3.3 Demonstrate <i>and describe</i> how intent is conveyed through expressive qualities (such as dynamics and tempo).	The Student Will: <ul style="list-style-type: none"> Identify expressive qualities found in selected musical works. Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects. 	
4 th Grade Pr.3.4 Demonstrate and <i>explain</i> how intent is conveyed through <i>interpretive decisions</i> and expressive qualities (such as dynamics, tempo, <i>and timbre</i>).		
5 th Grade Pr.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, <i>and articulation/style</i>).		

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.4: Rehearse, Evaluate, and Refine: <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
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?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	<p>Pr.4.3.a Apply teacher-provided and <i>collaboratively-developed</i> criteria <i>and feedback to evaluate accuracy of ensemble performances.</i></p> <p>Pr.4.3.b Rehearse to <i>refine</i> technical accuracy, expressive qualities, and identified performance challenges.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Devise criteria to evaluate the quality and effectiveness of individual and/or group performances of selected musical works. • Critique individual and/or group performances based upon established criteria. • Determine desired modifications based upon personal, peer, and/or teacher feedback to refine the individual and/or group performance of selected musical works. • Through rehearsal, apply feedback to refine the individual and/or group performance of selected musical works. • Evaluate the effectiveness of the modifications to determine when the rehearsed musical works are ready to perform.
4 th Grade	<p>Pr.4.4.a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy <i>and expressiveness</i> of ensemble <i>and personal</i> performances.</p> <p>Pr.4.4.b Rehearse to refine technical accuracy and expressive qualities, and <i>address</i> performance challenges.</p>	
5 th Grade	<p>Pr.4.5.a Apply teacher-provided and <i>established</i> criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>Pr.4.5.b Rehearse to refine technical accuracy and expressive qualities to address challenges, <i>and show improvement over time.</i></p>	

Fine Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
<p>Process Component Pr.5: Present: <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p>Connect: <i>Synthesize and relate knowledge and personal experiences to make music.</i></p> <p>Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	<p>Pr.5.3.a Perform music with expression <i>and technical accuracy.</i></p> <p>Pr.5.3.b Demonstrate performance <i>decorum and audience etiquette appropriate for the context and venue.</i></p>	
4 th Grade	<p>Pr.5.4.a Perform music, <i>alone or with others,</i> with expression and technical accuracy, and appropriate interpretation.</p> <p>Pr.5.4.b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, <i>and genre.</i></p>	
5 th Grade	<p>Pr.5.5.a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>Pr.5.5.b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, <i>and style.</i></p>	
<p>The Student Will:</p> <ul style="list-style-type: none"> • Perform using a developmentally appropriate voice or instrument timbre while maintaining accurate pitch, correct posture, and precise articulation. • Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple meters. • Perform vocally or instrumentally music from various genres and cultures. • Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song. • Demonstrate appropriate timbre and dynamics while singing in an ensemble setting. • Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles. • Perform chordal patterns accurately and independently as an accompaniment on classroom instruments. • Independently perform vocally or instrumentally, assigned part of a polyphonic musical work. • Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings. 		

Fine Arts Anchor Standard 6: Convey meaning through the presentation of artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 3: Responding – Understanding and evaluating how the arts convey meaning.
General Music 3 - 5**

Process Component Re.1: Select: *Choose music appropriate for a specific purpose or context.*
Connect: *Synthesize and relate knowledge and personal experiences to make music.*

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question: How do individuals choose music to experience?

Performance Indicators

Bold italics represent what is new beyond the earlier level

Instructional Learning Opportunities

3 rd Grade	Re.1.3 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	<p>The Student Will:</p> <ul style="list-style-type: none"> Determine how music connects to specific interests, experiences, purposes, and contexts. Explain, providing evidence, how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection.
4 th Grade	Re.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts .	
5 th Grade	Re.1.5 Demonstrate and explain, citing evidence , how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.

General Music 3 - 5

Process Component Re.2: Analyze: *Analyze how the structure and context of varied musical works inform the response.*

Connect: *Relate musical ideas and works with varied context to deepen understanding.*

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: How does understanding the structure and context of music inform a response?

Performance Indicators

Bold italics represent what is new beyond the earlier level


Instructional Learning Opportunities

	Performance Indicators	Instructional Learning Opportunities
3 rd Grade	Re.2.3 Demonstrate and describe <i>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).</i>	The Student Will: <ul style="list-style-type: none"> Identify musical patterns to determine the form of a selected work. Explain, citing evidence, how musical structure impacts our response to a selected musical work. Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.
4 th Grade	Re.2.4 Demonstrate and <i>explain</i> how responses to music are informed by the structure, the use of the elements of music, and context (such as social and <i>cultural</i>).	
5 th Grade	Re.2.5 Demonstrate and explain, <i>citing evidence</i> , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and <i>historical</i>).	



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.3: Interpret: <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>		
Enduring Understanding: <i>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</i> Essential Question: <i>How do we discern the musical creators' and performers' expressive intent?</i>		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
3 rd Grade	<p>Re.3.3 <i>Demonstrate and describe</i> how the expressive qualities (<i>such as dynamics and tempo</i>) are used in performers' interpretations to reflect expressive intent.</p>	
4 th Grade	<p>Re.3.4 Demonstrate and <i>explain</i> how the expressive qualities (such as dynamics, tempo, <i>and timbre</i>) are used in performers' <i>and personal</i> interpretations to reflect expressive intent.</p>	
5 th Grade	<p>Re.3.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, <i>and articulation</i>) are used in performers' and personal interpretations to reflect expressive intent.</p>	
<ul style="list-style-type: none"> Identify expressive qualities found in selected musical works. Identify specific music concepts as they appear in selected music. Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. Describe how music concepts are used within musical works for various purposes. 		

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

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music 3 - 5		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.4: Evaluate: <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i> Connect: <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
Enduring Understanding: <i>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</i> Essential Question: <i>How do we judge the quality of musical work(s) and performance(s)?</i>		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
3 rd Grade	Re.4.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. 	The Student Will: <ul style="list-style-type: none"> Identify how musical selections or performances can vary depending upon the context. Devise criteria to evaluate musical selections and/or performances. Identify and explain how a specific musical selection or performance fits the context in which it is performed.
4 th Grade	Re.4.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. 	
5 th Grade	Re.4.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. 	



Fine Arts Anchor Standard 9: Apply criteria to evaluate artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.