



Dietrich Music Program

Grade: First

*The following **objectives** are introduced in this order, but they are taught continuously through the year until mastery is reached.*

*All **standards** are taught in the **first semester** and then taught more in depth during second semester depending on class needs & standards mastery. See attached standards*

	Objectives	Assessments/Performances	Curriculum:
S e m e s t e r 1	Demonstrate Pulse = Ta = I Differentiate between Sound/Silence Experience Fast/Slow Experience 2/4, 4/4, 6/8 Differentiate between High/Low Experience Up/Down Develop proper Mallet Technique Experience Same/Different Identify Unpitched Percussion Differentiate between Speak/Sing Identify Rest =  Ti-Ti =  Demonstrate Simple Bordun Identify Phrase Differentiate between Whisper/Shout Demonstrate Loud/Quiet Identify Introduction Identify Repeat Sign	Written Assessment #1-Assessing Up and Down Veteran's Day Concert Christmas Concert Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.
S e m e s t e r 2	Identify ♪ and ♫ Identify So, Mi, La Experience Ostinato Demonstrate Contour (melodic) Identify AB Form Identify ABA Form Classify Unpitched Percussion(wood, metal, skin) Identify 4 Levels Body Percussion Classify Pitched Percussion (wood/metal)	Written Assessment #2-Assessing Ta and Ti-Ti Written Assessment #3-Assessing Unpitched Instruments Spring Concert Written Assessment #4-Assessing So-Mi-La Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.

STANDARDS Idaho - Grade 1 - General Music

MU:Cr1.1.1.a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1.1.b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1.a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Cr2.1.1.b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1.a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1.a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.1.a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1.a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. MU:Pr4.2.1.b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1.a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1.a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.1.b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1.a With limited guidance, perform music for a specific purpose with expression.

MU:Pr6.1.1.b Perform appropriately for the audience and purpose.

MU:Re7.1.1.a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1.a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose.

MU:Re8.1.1.a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.1.a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

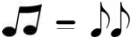

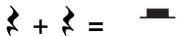
MU:Cn10.1.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade: Second

The following **objectives** are introduced in this order, but they are taught continuously through the year until mastery is reached.

All standards are taught in the first semester and then taught more in depth during second semester depending on class needs & standards mastery. See attached standards

	Student Objectives	Assessments/Performance s	Curriculum
Semester 1	Demonstrate Pulse Demonstrate Contour Demonstrate proper vocal technique Develop a repertoire of songs Develop proper mallet technique Demonstrate Phrase  Demonstrate Ostinato Experience Major/Minor Identify forte/piano   Experience Vocal Ostinato Identify Coda Identify Pitched Percussion	Written Assessment #1 – Assessing Wood/Timbre Metals Veteran’s Day Concert Christmas Concert Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.
Semester 2	Identify Do & Re tones & hand signals Demonstrate Simple Bordun Perform Mi Re Do Identify ABC Form Explore time/shape/space/force Demonstrate hand drum technique Perform So Mi Re Do Experience Suspended Pitch Identify Accent Define tempo Experience meter 2/4, 3/4, 4/4, & 6/8 Recognize time signatures Perform So Mi Do Identify bar line/double bar line/measure Perform So Mi La Do	Written Assessment #2- Assessing note recognition Written Assessment #3- Assessing Mi Re Do Spring Concert Written Assessment #4- Assessing beats per measure Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.

Idaho - Grade 2 - General Music

MU:Cr1.1.2.a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

MU:Cr1.1.2.b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2.a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.

MU:Cr2.1.2.b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2.a Interpret and apply personal, peer, and teacher feedback to revise personal music

MU:Cr3.2.2.a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.2.a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2.a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

MU:Pr4.2.2.b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2.a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr5.1.2.a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances .

MU:Pr5.1.2.b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2.a Perform music for a specific purpose with expression and technical accuracy.

MU:Pr6.1.2.b Perform appropriately for the audience and purpose.

MU:Re7.1.2.a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2.a Describe how specific music concepts are used to support a specific purpose in music.

MU:Re8.1.2.a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

MU:Re9.1.2.a Apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.1.2.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.2.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Dietrich Music Program

Grade: Third

The following *objectives* are introduced in this order, but they are taught continuously through the year until mastery is reached.

All standards are taught in the *first semester* and then taught more in depth during second semester depending on class needs & standards mastery. See attached standards

	Student Objectives	Assessments/Performances	Curriculum
S e m e s t e r 1	Demonstrate Pulse Identify tied half notes as whole note Label whole note Demonstrate proper vocal technique Develop a repertoire Demonstrate proper mallet technique Demonstrate phrase Label whole rest Label staff Experience So, mi, re, do, la melodies Experience ostinato Distinguish between major and minor Demonstrate crossover bordun Differentiate between crescendo and decrescendo Identify & label dotted half note Identify high Do Identify interlude Experience extended form Identify orchestral string family Demonstrate performance etiquette Demonstrate audience etiquette	Assessment #1 -Assessing So-La-Mi-Re-Do Veteran's Day Concert Assessment #2 -Assessing Introduction/Interlude/Coda Christmas Concert Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.
S e m e s t e r 2	Label Sixteenth notes Identify 2/4 & 4/4 time signatures Label canon/round Identify & Experience low La Experience Question-Answer Identify Fa scale tone & hand signal Demonstrate score reading Label rondo Identify orchestral percussion family Demonstrate conducting in 2 & 3 Identify & Experience low So Demonstrate accent on hand drum Label treble clef lines & spaces Identify fermata	Assessment #3 -Assessing Note values Spring Concert Assessment #4 -Assessing major and minor Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.

Idaho - Grade 3 - General Music

MU:Cr1.1.3.a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

MU:Cr1.1.3.b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3.a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

MU:Cr2.1.3.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3.a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.

MU:Cr3.2.3.a Present the final version of created music for others, and describe connection to expressive intent.

MU:Pr4.1.3.a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

MU:Pr4.2.3.a Demonstrate understanding of the structure in music selected for performance.

MU:Pr4.2.3.b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.2.3.c Describe how context (such as personal and social) can inform a performance.

MU:Pr4.3.3.a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

MU:Pr5.1.3.a Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances .

MU:Pr5.1.3.b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3.a Perform music with expression and technical accuracy.

MU:Pr6.1.3.b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re7.1.3.a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3.a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

MU:Re8.1.3.a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

MU:Re9.1.3.a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

MU:Cn10.1.3.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.


MU:Cn11.1.3.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Dietrich Music Program

Grade: Fourth

The following *objectives* are introduced in this order, but they are taught continuously through the year until mastery is reached.

All standards are taught in the *first semester* and then taught more in depth during second semester depending on class needs & standards mastery. See attached standards

	Student Objectives	Assessments/Performances	Curriculum
S e m e s t e r 1	Demonstrate Pulse Identify  Review Treble Clef lines & spaces Soprano Recorder-B Demonstrate proper mallet technique Experience canon/round Demonstrate Phrase Experience Rondo Demonstrate Question-Answer BP Label eighth rest Soprano Recorder- BAG Experience Ostinato Soprano Recorder- BAGE Demonstrate simple bordun Identify Recorder Family Identify orchestral woodwind family Experience Accelerando/ritardando	Written Assessment #1- assessing glockenspiel, xylophone, metallophone Veteran's Day Concert Christmas Concert Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.
S e m e s t e r 2	Label pick-up note Demonstrate conducting in 3 Experience countermelody Identify Ti Identify Slur Soprano Recorder- BAGED Distinguish between major/minor Demonstrate moving bordun Identify A' (A prime) Visualize 6/8 Identify orchestral brass family Identify triplet Identify ledger lines Experience scale Label D.C. al Fine Identify pp/ff Label sharp/flat Experience 12-Bar Blues Experience I-V	Written Assessment #2- Assessing treble clef lines and spaces Written Assessment #3- Assessing recorder fingerings Spring Concert Written Assessment #4- Assessing rhythmic dictation Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.

Idaho - Grade 4 - General Music

MU:Cr1.1.4.a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

MU:Cr1.1.4.b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

MU:Cr2.1.4.a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr2.1.4.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4.a Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time.

MU:Cr3.2.4.a Present the final version of created music for others, and explain connection to expressive intent.

MU:Pr4.1.4.a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.2.4.b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr4.2.4.c Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4.a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4.a Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.4.b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4.a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Pr6.1.4.b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4.a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4.a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4.a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4.a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn10.1.4.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.4.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Dietrich Music Program

Grade: Fifth

The following **objectives** are introduced in this order, but they are taught continuously through the year until mastery is reached.

All standards are taught in the **first semester** and then taught more in depth during second semester depending on class needs & standards mastery. See attached standards

	Student Objectives	Assessments/Performances	Curriculum
S e m e s t e r 1	Demonstrate Pulse Identify dotted quarter note Demonstrate Question & Answer Develop a repertoire Demonstrate Question & Answer on recorder Perform BAG on recorder Demonstrate proper mallet technique Experience Ostinato Label I-V Demonstrate phrase Experience rondo Identify Ti-Tika Conduct in 4 Experience minor scales Perform BAGE on recorder Experience canon/round Demonstrate musical expression Identify <i>mf</i> (mezzo forte) Perform BAGED on recorder Identify Orchestral Families Identify Tika-Ti Experience mixed meter Experience counter melody Identify 1 st & 2 nd Endings Demonstrate performance decorum Demonstrate audience etiquette	Written Assessment #1- Assessing Treble Clef Lines & Spaces Veteran’s Day Concert Christmas Concert Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.

S e m e s t e r 2	Experience 5/4 Perform BAGEDC' on recorder Experience 2 & 3-part recorder Perform BAGEDC'D' on recorder Demonstrate part singing Perform BAGEDC'D'F# on Recorder Explore found sounds Perform BAGEDC'D'F#F on Recorder	Written Assessment #2-Assessing Orchestral Families Written Assessment#3-Assessing rhythmic dictation Written Assessment #4-Assessing melodic dictation Spring Concert Students are graded on their daily performance based on standards mastery.	The primary curriculum used in this class is GamePlan I supplement the GamePlan Curriculum with warm-ups, partner songs, and different song choices every semester depending on the concert theme, ability level of students, and number of students.
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Idaho - Grade 5 - General Music

MU:Cr1.1.5.a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr1.1.5.b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5.a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Cr2.1.5.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.

MU:Cr3.1.5.a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes. MU:Cr3.2.5.a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5.a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill.

MU:Pr4.2.5.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Pr4.2.5.b When analyzing selected music, read and perform using standard notation.

MU:Pr4.2.5.c Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5.a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/ style)

MU:Pr5.1.5.a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.5.b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5.a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

MU:Pr6.1.5.b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1.5.a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5.a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re8.1.5.a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.5.a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. MU:Cn10.1.5.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.5.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Dietrich Music Program

Grade: 6th Grade

*The following **objectives** are introduced in this order, but they are taught continuously through the year until mastery is reached.*

*All standards are taught in the **first semester** and then taught more in depth during second semester depending on class needs & standards mastery. See attached standards*

Students will experience both vocal training along with beginning drumline.

	Student Objectives	Assessments/Performances	Curriculum/Materials
Sees their & 2	<ul style="list-style-type: none"> ● Read & Perform rhythm with technical accuracy ● Demonstrate proper vocal technique ● Create, organize, and document (using standard or iconic notation) personal simple musical ideas. ● Complete a self-evaluation using teacher-provided criteria. ● Revise personal simple musical ideas and explain the revisions. ● Present a final version of a documented personal composition. ● Explain why music is selected for performance. ● Read & identify musical terms & symbols ● Explain how elements of music are used in music selected for performance. ● Make connected to history and culture to music selected for performance. ● Perform with expression. ● Apply teacher-provided feedback to rehearse, refine, and determine when music is ready for performance. ● Perform music with technical accuracy. ● Demonstrate performance decorum. ● Make personal connections to music. ● Compare music from a variety of genres, cultures, and or historical periods. ● Evaluate musical works or performances based on teacher-provided criteria. 	<p>Veterans Day Concert</p> <p>Christmas Concert</p> <p>Spring Concert</p> <p>Students are graded on their daily performance based on standards mastery.</p>	<p>Bucket Drumming #1-10</p> <p>Buckets</p> <p>Freedrumlinemusic.com</p> <p>Various musical selections that vary year to year depending on theme and availability.</p> <p>Snare, Bass, & Tenor drums</p>

Idaho - Grade 6 - General Music

MU:Cr1.1.6.a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

MU:Cr2.1.6.a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr2.1.6.b Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.

MU:Cr3.1.6.a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources .

MU:Cr3.1.6.b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Cr3.2.6.a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Pr4.1.6.a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.

MU:Pr4.2.6.a Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.2.6.b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr4.2.6.c Identify how cultural and historical context inform the performances.

MU:Pr4.3.6.a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.6.a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

MU:Pr6.1.6.a Perform the music with technical accuracy to convey the creator's intent MU:Pr6.1.6.b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

MU:Re7.1.6.a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

MU:Re7.2.6.a Describe how the elements of music and expressive qualities relate to the structure of the pieces.

MU:Re7.2.6.b Identify the context of music from a variety of genres, cultures, and historical periods.

MU:Re8.1.6.a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

MU:Re9.1.6.a Apply teacher-provided criteria to evaluate musical works or performances.

MU:Cn10.1.6.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.6.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.