



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

MUSIC

PERFORMING

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

MU:Pr4.1a

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(s): How do performers select repertoire?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr4.1.PKa	MU:Pr4.1.Ka	MU:Pr4.1.1a	MU:Pr4.1.2a	MU:Pr4.1.3a	MU:Pr4.1.4a	MU:Pr4.1.5a	MU:Pr4.1.6a	MU:Pr4.1.7a	MU:Pr4.1.8a
With substantial guidance, demonstrate and state preference for varied musical selections.	With guidance, demonstrate and state personal interest in varied musical selections.	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.	Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges , and reasons for choices.	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
I CAN show and tell how I feel about a	I CAN show and tell how I feel about a	I CAN show and tell how I feel and what I know about	I CAN show and tell how I feel and what	I CAN explain my choice of songs for a performance.	I CAN explain my choice of songs for a performance.	I CAN explain my choice of musical selections for a performance.	I CAN support my choice of musical selections	I CAN support my choice of musical selections based	I CAN support my choice of musical selections

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

song, with a lot of help.	song, with help.	a song, with help.	I know about a song.				based on teacher developed criteria.	on collaboratively developed, meaningful criteria.	based on my personally developed, meaningful criteria.
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PERFORMING									
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.									
MU:Pr4.2a									
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.									
Essential Question(s): How does understanding the structure and context of musical works inform performance?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr4.2.PKa	MU:Pr4.2.Ka	MU:Pr4.2.1a	MU:Pr4.2.2a	MU:Pr4.2.3a	MU:Pr4.2.4a	MU:Pr4.2.5a	MU:Pr4.2.6a	MU:Pr4.2.7a	MU:Pr4.2.8a
With substantial guidance, explore and demonstrate awareness of musical contrasts.	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	Demonstrate understanding of the structure in music selected for performance.	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	Explain how understanding the structure and the elements of music are used in music selected for performance.	Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
I CAN explore and show how selected performance songs are different, with a lot of help.	I CAN explore and show how selected performance songs are different, with help.	I CAN show what I know about music from different cultures, with help.	I CAN show what I know about music from different cultures.	I CAN show my understanding of the structure in selected pieces of music.	I CAN show my understanding of the musical elements in a selected piece of music.	I CAN show my understanding of the musical elements in a selected piece of music.	I CAN explain how the structure and the elements of music are used in selected performance pieces.	I CAN explain how the structure and the elements of music are used in differing selected performance pieces.	I CAN compare contrasting pieces of selected performance music and explain how the musical elements are used in each.

PERFORMING

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

MU:Pr4.2b

Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question(s): How does understanding the structure and context of musical works inform performance?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr4.2.PKb	MU:Pr4.2.Kb	MU:Pr4.2.1b	MU:Pr4.2.2b	MU:Pr4.2.3b	MU:Pr4.2.4b	MU:Pr4.2.5b	MU:Pr4.2.6b	MU:Pr4.2.7b	MU:Pr4.2.8b
		When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	When analyzing selected music, read and perform using iconic and/or standard notation.	When analyzing selected music, read and perform using standard notation.	When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.	When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.	When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
		I CAN analyze, read and perform rhythmic patterns using notation.	I CAN analyze, read and perform rhythmic and melodic patterns using notation.	I CAN analyze, read and perform rhythmic and melodic patterns using standard and iconic notation.	I CAN analyze, read and perform selected music using notation.	I CAN analyze, read and perform selected music using standard notation.	I CAN analyze music through the elements of musical notation.	I CAN analyze music through form and the elements of musical notation.	I CAN analyze simple rhythmic, melodic, and harmonic notation through sight-reading.

PERFORMING

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

MU:Pr4.2c

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question(s): How does understanding the structure and context of musical works inform performance?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr4.2.PKc	MU:Pr4.2.Kc	MU:Pr4.2.1c	MU:Pr4.2.2c	MU:Pr4.2.3c	MU:Pr4.2.4c	MU:Pr4.2.5c	MU:Pr4.2.6c	MU:Pr4.2.7c	MU:Pr4.2.8c
				Describe how context (such as personal and social) can inform a performance.	Explain how context (such as social and cultural) informs a performance.	Explain how context (such as social, cultural, and historical) informs performances.	Identify how cultural and historical context inform performances.	Identify how cultural and historical context inform performances and result in different music interpretations.	Identify how cultural and historical context inform performances and result in different musical effects.
				I CAN describe how the background of a piece of music should affect the performance.	I CAN explain how the background of a piece of music should affect the performance.	I CAN explain how the background of a piece of music should affect the performance.	I CAN identify how particular elements of context impact the musical performance.	I CAN identify how particular elements of context impact the musical performance.	I CAN identify how particular elements of context impact the musical performance.

PERFORMING									
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.									
MU:Pr5.1a									
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(s): How do musicians improve the quality of their performance?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr5.1.PKa	MU:Pr5.1.Ka	MU:Pr5.1.1a	MU:Pr5.1.2a	MU:Pr5.1.3a	MU:Pr5.1.4a	MU:Pr5.1.5a	MU:Pr5.1.6a	MU:Pr5.1.7a	MU:Pr5.1.8a
With substantial guidance, practice and demonstrate what they like about their own performances.	With guidance, apply personal, teacher, and peer feedback to refine performances.	With limited guidance, apply personal, teacher, and peer feedback to refine performances.	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	Apply teacher-provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances.	Apply teacher-provided and collaboratively - developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	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.	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
I CAN show what I like about my performance.	I CAN make my performance better by using ideas from	I CAN make my performance better by using ideas	I CAN judge a performance using a rubric.	I CAN use and apply rubrics to evaluate group performances	I CAN use and apply rubrics to evaluate performances	I CAN use and apply rubrics to evaluate performances	I CAN use a provided rubric to guide rehearsal of	I CAN help to develop a rubric to guide the rehearsal of music and aid	I CAN develop a rubric to guide the rehearsal of music which

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

	myself, my teacher and friends.	from myself, teacher and friends.		and provide feedback.	and provide feedback.	and provide feedback.	music which will help determine when it is performance ready.	in determining when it is performance ready.	will help determine when it is performance ready.
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PERFORMING									
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.									
MU:Pr5.1b									
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(s): How do musicians improve the quality of their performance?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr5.1.PKb	MU:Pr5.1.Kb	MU:Pr5.1.1b	MU:Pr5.1.2b	MU:Pr5.1.3b	MU:Pr5.1.4b	MU:Pr5.1.5b	MU:Pr5.1.6b	MU:Pr5.1.7b	MU:Pr5.1.8b
With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.			
I CAN use ideas from others to improve my performance.	I CAN use ideas from others to improve my performance.	I CAN use ideas from others to improve my performance.	I CAN make a plan and use it to improve my performance.	I CAN rehearse to improve my performance.	I CAN effectively rehearse to improve my performance.	I CAN effectively rehearse and improve my performance.			

PERFORMING

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

MU:Pr6.1a

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr6.1.PKa	MU:Pr6.1.Ka	MU:Pr6.1.1a	MU:Pr6.1.2a	MU:Pr6.1.3a	MU:Pr6.1.4a	MU:Pr6.1.5a	MU:Pr5.1.6a	MU:Pr5.1.7a	MU:Pr5.1.8a
With substantial guidance, perform music with expression.	With guidance, perform music with expression.	With limited guidance, perform music for a specific purpose with expression.	Perform music for a specific purpose with expression and technical accuracy.	Perform music with expression and technical accuracy.	Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	Perform the music with technical accuracy to convey the creator's intent.	Perform the music with technical accuracy and stylistic expression to convey the creator's intent.	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
I CAN perform music with feeling, with a lot of help.	I CAN perform music with feeling, with help.	I CAN perform music with feeling.	I CAN perform music correctly with feeling.	I CAN perform music correctly with feeling.	I CAN perform music, by myself or with a group, with feeling, accuracy and a reasonable interpretation.	I CAN perform music, by myself or with a group, with feeling, accuracy and a reasonable interpretation.	I CAN perform music with technical accuracy and a reasonable interpretation.	I CAN perform music in a way that conveys the composer's intent.	I CAN perform music in a way that conveys and is true to the composer's intent.

PERFORMING

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

MU:Pr6.1b

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU:Pr6.1.PKb	MU:Pr6.1.Kb	MU:Pr6.1.1b	MU:Pr6.1.2b	MU:Pr6.1.3b	MU:Pr6.1.4b	MU:Pr6.1.5b	MU:Pr5.1.6b	MU:Pr5.1.7b	MU:Pr5.1.8b
	Perform appropriately for the audience.	Perform appropriately for the audience and purpose.	Perform appropriately for the audience and purpose.	Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
	I CAN perform for an audience.	I CAN perform for an audience.	I CAN perform for an audience.	I CAN present musical works appropriately for the given audience.	I CAN present musical works appropriately for the given audience.	I CAN present musical works appropriately for the given audience.	I CAN present musical works appropriately for the given audience and performance setting.	I CAN present musical works appropriately for the given audience, performance setting, and context.	I CAN present musical works appropriately for the given audience, performance setting, context and style.

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