

# Delaware Standards for Visual & Performing Arts

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Delaware Arts Standards by grade with their Enduring Understanding (EU), Essential Questions (EQ), and I CAN Statements to guide instruction.

## Music-Grade 5



## CREATING

### Anchor Standard 1: Generate and conceptualize artistic ideas and works

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	<b>MU:Cr1.1.5a</b>		
Imagine	<ul style="list-style-type: none"> <li><b>EU: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</b></li> <li><b>EQ(s): How do musicians generate creative ideas?</b></li> </ul>	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	I CAN improvise a rhythm, melody or harmonic idea to match a specific context.
	<b>MU:Cr1.1.5b</b>		
	<ul style="list-style-type: none"> <li><b>EU: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</b></li> <li><b>EQ(s): How do musicians generate creative ideas?</b></li> </ul>	Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple cord changes.	I CAN create musical ideas with rhythms, melodies, and accompaniments within specific tonalities, meters and chord changes.

**Anchor Standard 2: Organize and develop artistic ideas and work.**

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Cr2.1.5a</b>		
Plan and Make	<ul style="list-style-type: none"> <li>• <b>EU: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</b></li> <li>• <b>EQ(s): How do musicians make creative decisions?</b></li> </ul>	Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	I CAN create or arrange musical ideas for a particular purpose and explain the connection.
	<b>MU:Cr2.1.5b</b>		
	<ul style="list-style-type: none"> <li>• <b>EU: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</b></li> <li>• <b>EQ(s): How do musicians make creative decisions?</b></li> </ul>	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	I CAN notate or record my musical ideas in rhythm, melody and two-chord harmony.

**Anchor Standard 3: Refine and complete artistic work.**

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Cr3.1.5</b>		
<b>Evaluate and Refine</b>	<ul style="list-style-type: none"> <li>• <b>EU: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</b></li> <li>• <b>EQ(s): How do musicians improve the quality of their creative work?</b></li> </ul>	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.	I CAN revise my written musical work based on the evaluation of my teacher and peers and explain the reason for the changes.
	<b>MU:Cr3.2.5</b>		
	<ul style="list-style-type: none"> <li>• <b>EU: Musicians' presentation of creative work is the culmination of a process of creation and communication</b></li> <li>• <b>EQ(s): When is creative work ready to share?</b></li> </ul>	Present the final version of personal created music to others that demonstrates craftsmanship, and explains the connection to expressive intent.	I CAN present a well prepared original musical work to others and explain my thoughts behind it.

**PERFORMING**

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Pr4.1.5</b>		
<b>Select, Analyze and Interpret</b>	<ul style="list-style-type: none"> <li><b>EU: 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.</b></li> <li><b>EQ(s): How do performers select repertoire?</b></li> </ul>	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.	I CAN explain my choice of musical selections for a performance.
	<b>MU:Pr4.2.5a</b>		
	<ul style="list-style-type: none"> <li><b>EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</b></li> <li><b>EQ(s): How does understanding the structure and context of musical works inform performance?</b></li> </ul>	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	I CAN show my understanding of the musical elements in a selected piece of music.

MU:Pr4.2.5b			
	<ul style="list-style-type: none"> <li>• <b>EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</b></li> <li>• <b>EQ(s): How does understanding the structure and context of musical works inform performance?</b></li> </ul>	<p>When analyzing selected music, read and perform using standard notation.</p>	<p>I CAN analyze, read and perform selected music using standard notation.</p>
MU:Pr4.2.5c			
	<ul style="list-style-type: none"> <li>• <b>EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</b></li> <li>• <b>EQ(s): How does understanding the structure and context of musical works inform performance?</b></li> </ul>	<p>Explain how context (such as social, cultural, and historical) informs performances.</p>	<p>I CAN explain how the background of a piece of music should impact the performance.</p>
MU:Pr4.3.5			
	<ul style="list-style-type: none"> <li>• <b>EU: Performers make interpretive decisions based on their understanding of context and expressive intent.</b></li> <li>• <b>EQ(s): How do performers interpret musical works?</b></li> </ul>	<p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<p>I CAN demonstrate and explain how the expressive qualities of a piece can be shown through musical decisions, both written and implied.</p>

**PERFORMING**

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Pr5.1.5a</b>		
<b>Rehearse, Evaluate and Refine</b>	<ul style="list-style-type: none"> <li><b>EU: 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.</b></li> <li><b>EQ(s): How do musicians improve the quality of their performance?</b></li> </ul>	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	I CAN use and apply rubrics to evaluate performances and provide feedback.
	<b>MU:Pr5.1.5b</b>		
	<ul style="list-style-type: none"> <li><b>EU: 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.</b></li> <li><b>EQ(s): How do musicians improve the quality of their performance?</b></li> </ul>	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	I CAN effectively rehearse and improve my performance.

**PERFORMING**

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Pr6.1.5a</b>		
<b>Present</b>	<ul style="list-style-type: none"> <li>• <b>EU: Musicians judge performance based on criteria that vary across time, place, and cultures.</b></li> <li>• <b>EQ(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</b></li> </ul>	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	I CAN perform music, by myself or with others, with feeling, accuracy and a reasonable interpretation.
	<b>MU:Pr6.1.5b</b>		
	<ul style="list-style-type: none"> <li>• <b>EU: Musicians judge performance based on criteria that vary across time, place, and cultures.</b></li> <li>• <b>EQ(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</b></li> </ul>	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	I CAN present musical works appropriately for the given audience.



**RESPONDING**

**Anchor Standard 7: Perceive and analyze artistic work**

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Re.7.1.5</b>		
<b>Select and Analyze</b>	<ul style="list-style-type: none"> <li>• <b>EU: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</b></li> <li>• <b>EQ(s): How do individuals choose music to experience?</b></li> </ul>	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	I CAN demonstrate and explain, with evidence, how selected music is connected.
	<b>MU:Re.7.2.5</b>		
	<ul style="list-style-type: none"> <li>• <b>EU: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</b></li> <li>• <b>EQ(s): How do individuals choose music to experience?</b></li> </ul>	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).	I CAN show and explain, citing evidence, how the elements of music and expressive qualities influence the listener's response.

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance</b>	<b>I CAN Statement</b>
	<b>MU:Re8.1.5</b>		
Interpret	<ul style="list-style-type: none"> <li>• <b>EU: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</b></li> <li>• <b>EQ(s): How do we discern the musical creators' and performers' expressive intent?</b></li> </ul>	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations.	I CAN show how the expressive qualities are used by the performer to express the composer's intent.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Re9.1.5</b>		
Evaluate	<ul style="list-style-type: none"> <li>• <b>EU: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</b></li> <li>• <b>EQ(s): How do we judge the quality of musical work(s) and performance(s)?</b></li> </ul>	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	I CAN use criteria to evaluate music and performances and demonstrate my understanding by citing evidence from the elements of music.

## CONNECTING

### Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	<b>MU:Cn10.1.5</b>		
	<ul style="list-style-type: none"> <li>• <b>EU: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b></li> <li>• <b>EQ(s): How do musicians make meaningful connections to creating, performing, and responding?</b></li> </ul>	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	I CAN show an understanding of music when I perform, create and respond.
	<p><b>Performance standards that support CONNECTING:</b></p> <p><i>MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</i></p> <p><i>MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.</i></p> <p><i>MU:Pr4.1.5a 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.</i></p>		

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
<b>MU:Cn11.1.5</b>			
	<ul style="list-style-type: none"> <li>• <b>EU: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</b></li> <li>• <b>EQ(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</b></li> </ul>	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	I CAN tell you how music relates to other subjects and daily life.
	<p><b>Performance standards that support CONNECTING:</b></p> <p><i>MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</i></p> <p><i>MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</i></p> <p><i>MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</i></p>		