

Delaware Standards for Visual & Performing Arts

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

Music-Grade 4



CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and works

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr1.1.4a		
Imagine	<ul style="list-style-type: none"> EU: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. EQ(s): How do musicians generate creative ideas? 	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	I CAN improvise and explain my musical idea(s).
	MU:Cr1.1.4b		
	<ul style="list-style-type: none"> EU: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. EQ(s): How do musicians generate creative ideas? 	Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	I CAN create musical ideas with rhythms, melodies, and accompaniments within related tonalities and/or meters.

Anchor Standard 2: Organize and develop artistic ideas and work.			
	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Plan and Make	MU:Cr2.1.4a		
	<ul style="list-style-type: none"> • EU: Musicians' creative choices are influenced by their expertise, context, and expressive intent. • EQ(s): How do musicians make creative decisions? 	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	I CAN create or arrange a musical idea for a particular purpose and explain the connection.
	MU:Cr2.1.4b		
	<ul style="list-style-type: none"> • EU: Musicians' creative choices are influenced by their expertise, context, and expressive intent. • EQ(s): How do musicians make creative decisions? 	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	I CAN notate or record my musical ideas in rhythm, melody and harmony.

Anchor Standard 3: Refine and complete artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr3.1.4		
Evaluate and Refine	<ul style="list-style-type: none"> • EU: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • EQ(s): How do musicians improve the quality of their creative work? 	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.	I CAN continually revise my written, personal musical work based on the evaluation of my teacher and peers
	MU:Cr3.2.4		
	<ul style="list-style-type: none"> • EU: Musicians' presentation of creative work is the culmination of a process of creation and communication • EQ(s): When is creative work ready to share? 	Present the final version of personal created music to others, and explain connection to expressive intent.	I CAN present an original musical work to others and explain my thoughts behind it.

PERFORMING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr4.1.4		
Select	<ul style="list-style-type: none"> • 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. • EQ(s): How do performers select repertoire? 	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	I CAN explain my choice of songs for a performance.
	MU:Pr4.2.4a		
	<ul style="list-style-type: none"> • EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • EQ(s): How does understanding the structure and context of musical works inform performance? 	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	I CAN show my understanding of the musical elements in a selected piece of music.

MU:Pr4.2.4b			
	<ul style="list-style-type: none"> • EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • EQ(s): How does understanding the structure and context of musical works inform performance? 	When analyzing selected music, read and perform using iconic and/or standard notation.	I CAN analyze, read and perform selected music using notation.

MU:Pr4.2.4c			
	<ul style="list-style-type: none"> • EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • EQ(s): How does understanding the structure and context of musical works inform performance? 	Explain how context (such as social and cultural) informs a performance.	I CAN explain how the background of a piece of music could affect the performance.
MU:Pr4.3.4			
	<ul style="list-style-type: none"> • EU: Performers make interpretive decisions based on their understanding of context and expressive intent. • EQ(s): How do performers interpret musical works? 	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	I CAN demonstrate and explain the feelings of a piece of music through tempo, dynamics and timbre.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr5.1.4a		
Rehearse, Evaluate and Refine	<ul style="list-style-type: none"> • 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. • EQ(s): How do musicians improve the quality of their performance? 	Apply teacher-provided and collaboratively - developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	I CAN use and apply rubrics to evaluate performances and provide feedback.
	MU:Pr5.1.4b		
	<ul style="list-style-type: none"> • 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. • EQ(s): How do musicians improve the quality of their performance? 	Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	I CAN effectively rehearse to improve my performance.

PERFORMING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr6.1.4a		
Present	<ul style="list-style-type: none"> • EU: Musicians judge performance based on criteria that vary across time, place, and cultures. • 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? 	Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation	I CAN perform music, by myself or with others, with feeling, accuracy and a reasonable interpretation.
	MU:Pr6.1.4b		
	<ul style="list-style-type: none"> • EU: Musicians judge performance based on criteria that vary across time, place, and cultures. • 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? 	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	I CAN present musical works appropriately for the given audience.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re.7.1.4		
Select and Analyze	<ul style="list-style-type: none"> • EU: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • EQ(s): How do individuals choose music to experience? 	Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	I CAN demonstrate and explain how selected music is connected.
	MU:Re.7.2.4		
	<ul style="list-style-type: none"> • EU: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • EQ(s): How do individuals choose music to experience? 	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).	I CAN show and explain how the elements of music and expressive qualities influence the listener's response.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re8.1.4		
Interpret	<ul style="list-style-type: none"> • EU: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • EQ(s): How do we discern the musical creators' and performers' expressive intent? 	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	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.			
	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re9.1.4		
Evaluate	<ul style="list-style-type: none"> • EU: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • EQ(s): How do we judge the quality of musical work(s) and performance(s)? 	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	I CAN use criteria to evaluate music and explain the context of its performance.

CONNECTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cn10.1.4		
	<ul style="list-style-type: none"> • EU: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • EQ(s): How do musicians make meaningful connections to creating, performing, and responding? 	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>Performance standards that support CONNECTING:</p> <p><i>MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</i></p> <p><i>MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive intent.</i></p> <p><i>MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and 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
MU:Cn11.1.4			
	<ul style="list-style-type: none"> • EU: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. • EQ(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I CAN tell you how music relates to other subjects and daily life.</p>
	<p>Performance standards that support CONNECTING:</p> <p><i>MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</i></p> <p><i>MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.</i></p> <p><i>MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</i></p>		