

# 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-Kindergarten



## 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.Ka</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>	With guidance, explore and experience music concepts (such as beat and melodic contour).	I CAN dance, sing, and play instruments to different songs.
	<b>MU:Cr1.1.Kb</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>	With substantial guidance, explore and experience a variety of music.	I CAN create a musical idea, with help.

<b>Anchor Standard 2: Organize and develop artistic ideas and work.</b>			
	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Cr2.1.Ka</b>		
Plane 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>	With guidance, demonstrate and choose favorite musical ideas.	I CAN choose and show my favorite musical ideas, with help.
	<b>MU:Cr2.1.Kb</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>	With guidance, organize personal musical ideas using iconic notation and/or recording technology.	I CAN notate or record my musical ideas, with help.

**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.K</b>		
Evaluate and Refine	<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>	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	I CAN use help from my teacher and friends to improve my music.
	<b>MU:Cr3.2.K</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>	With guidance, demonstrate a final version of personal musical ideas to peers.	I CAN share my musical ideas with others, with help.

**PRESENTING**

**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.K</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>	With guidance, demonstrate and state personal interest in varied musical selections.	I CAN show and tell how I feel about a song, with help.
	<b>MU:Pr4.2.K</b>		
Select	<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>	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.	I CAN explore and show how selected performance songs are different, with help.

**MU:Pr4.3.K**

- **EU: Performers make interpretive decisions based on their understanding of context and expressive intent.**
- **EQ(s): How do performers interpret musical works?**

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

I CAN show how a piece of music makes me feel.

**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.Ka</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>	With guidance, apply personal, teacher, and peer feedback to refine performances	I CAN make my performance better by using ideas from myself, my teacher and friends.
	<b>MU:Pr5.1.Kb</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>	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	I CAN use ideas from others to improve my performance.

## PRESENTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	<b>MU:Pr6.1.Ka</b>		
Present	<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>	With guidance, perform music with expression.	I CAN perform music with feeling, with help.
	<b>MU:Pr6.1.Kb</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 appropriately for the audience.	I CAN perform for an audience.



## RESPONDING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	<b>MU:Re.7.1.K</b>		
Select and Analyze	<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>	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	I CAN tell you why I like some music better than other music.
	<b>MU:Re.7.2.K</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>	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	I CAN show how musical ideas are used in music.

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
	<b>MU:Re8.1.K</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>	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent.	I CAN tell you, with help, how the composer/ performer used musical ideas to share a thought or feeling.

**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.K</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>	With guidance, apply personal and expressive preferences in the evaluation of music.	I CAN tell you what I think or how I feel about a piece 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.K</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 what I know when I perform, create and respond.
	<p><b>Performance standards that support CONNECTING:</b></p> <p><i>MU:Cr3.2.Ka With <b>guidance, demonstrate</b> a final version of personal <b>musical ideas</b> to peers.</i></p> <p><i>MU:Pr4.1.Ka With <b>guidance, demonstrate</b> and state personal interest in varied musical selections.</i></p> <p><i>MU:Pr4.3.Ka With <b>guidance, demonstrate</b> awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b>, and <b>tempo</b>) that support the <b>creators' expressive intent</b>.</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.K</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 things in my life.
	<p><b>Performance standards that support CONNECTING:</b></p> <p><i>MU:Pr4.2.Ka With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for <b>performance</b>.</i></p> <p><i>MU:Re7.2.Ka With <b>guidance, demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b>)</i></p> <p><i>MU:Re7.2.Ka With <b>guidance, demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b>)</i></p>		