

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-Pre-Kindergarten



CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and works

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr1.1.PK		
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? 	With substantial guidance, explore and experience a variety of music.	I CAN move, sing, and play instruments to songs.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr2.1.PKa		
Plan and Make	<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? 	With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).	I CAN choose and show my favorite musical ideas, with lots of help.

MU:Cr2.1.PKb			
	<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? 	With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	I CAN put my musical ideas in order (performance order, notation, and use of technology) with lots of help.
Anchor Standard 3: Refine and complete artistic work.			
	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr3.1.PK		
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? 	With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	I CAN use help from my teacher and friends to improve my music.

MU:Cr3.2.PK			
Present	<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? 	With substantial guidance, share revised personal musical ideas with peers.	I CAN share my musical ideas with others, with lots of help.

PRESENTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr4.1.PK		
Select, Analyze and Interpret	<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? 	With substantial guidance, demonstrate and state preference for varied musical selections.	I CAN show and tell how I feel about a song, with a lot of help.
	MU:Pr4.2.PK		
	<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? 	With substantial guidance, explore and demonstrate awareness of musical contrasts.	I CAN explore and show how selected performances are different, with a lot of help.

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.PKa		
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? 	With substantial guidance, practice and demonstrate what they like about their own performances.	I CAN show what I like about my performance.
	MU:Pr5.1.PKb		
	<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? 	With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	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
	MU:Pr6.1.PK		
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? 	With substantial guidance, perform music with expression.	I CAN perform music with feeling, with a lot of help.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re.7.1.PK		
Analyze and Select	<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? 	<p>With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</p>	<p>I CAN tell you why I like this music, with help.</p>
	MU:Re.7.2.PK		
	<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? 	<p>With substantial guidance, explore musical contrasts in music.</p>	<p>I CAN respond to differences in music, with help.</p>

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re8.1.PK		
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? 	With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	I CAN tell you, with help, how musical ideas show a thought or feeling.

Anchor Standard 9: Apply criteria to evaluate artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re9.1.PK		
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)? 	With substantial guidance, talk about personal and expressive preferences in 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
MU:Cn10.1.PK			
	<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? 	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>I CAN show what I know when I perform, create and respond.</p>
	<p>Performance standards that support CONNECTING:</p> <p><i>MU:Cr3.2.PKa With substantial guidance, share revised musical ideas with peers.</i></p> <p><i>MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.</i></p> <p><i>MU:Pr4.3.PKa With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo)</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.PK			
	<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? 	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>Performance standards that support CONNECTING:</p> <p><i>MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.</i></p> <p><i>MU:Re7.2.PKa With substantial guidance, explore musical contrasts in music.</i></p> <p><i>MU:Re9.1.PKa With substantial guidance, talk about their personal and expressive preferences in music.</i></p>		