

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 2



CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and works

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr1.1.2a		
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 and melodic patterns and musical ideas for a specific purpose.	I CAN think of a rhythm or melody to match my thought or idea.
	MU:Cr1.1.2b		
	<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 limited guidance, create musical ideas (such as answering a musical question) for a specific purpose	I CAN create a rhythmic or melodic pattern within the given rules to match my thought or idea.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr2.1.2a		
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? 	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	I CAN show and tell about the musical choices I make.
	MU:Cr2.1.2b		
	<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 iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	I CAN notate or record my musical ideas.

Anchor Standard 3: Refine and complete artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr3.1.2		
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? 	Interpret and apply personal, peer, and teacher feedback to revise personal music.	I CAN use personal, peer, and teacher, editing to improve my music.
	MU:Cr3.2.2		
	<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? 	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	I CAN share the feelings of my music by presenting it to others

PRESENTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr4.1.2		
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 personal interest in, knowledge about, and purpose of varied musical selections	I CAN show and tell how I feel and what I know about a song.
	MU:Pr4.2.2a		
	<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 knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	I CAN show what I know about music from different cultures.

MU:Pr4.2.2b			
	<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? 	<p>When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>I CAN analyze, read and perform rhythmic and melodic patterns using notation.</p>

MU:Pr4.3.2			
	<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? 	<p>Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</p>	<p>I CAN show how a composer uses tempo and dynamics in a piece of music</p>

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr5.1.2a		
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 established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	I CAN judge a performance using a rubric.
	MU:Pr5.1.2b		
	<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, identify and apply strategies to address interpretive, performance, and technical challenges of music.	I CAN make a plan and use it 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:Pr6.1.2a		
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 for a specific purpose with expression and technical accuracy.	I CAN perform music correctly with feeling.
	MU:Pr6.1.2b		
	<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 appropriately for the audience and purpose.	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
Select and Analyze	MU:Re.7.1.2		
	<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>Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>I CAN show and explain why I chose a piece of music for a certain purpose.</p>
	MU:Re.7.2.2		
<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>Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>I CAN describe how musical ideas are used for a reason.</p>	

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re8.1.2		
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 knowledge of music concepts and how they support creators'/performers' expressive intent.	I CAN tell you how the composer/performer used musical ideas to share a thought or feeling.

Anchor Standard 9: Apply criteria to evaluate artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re9.1.2		
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)? 	Apply personal and expressive preferences in the evaluation of music for specific purposes.	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:Cn10.1.2		
	<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 what I know when I perform, create and respond.
	<p>Performance standards that support CONNECTING:</p> <p><i>MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.</i></p> <p><i>MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</i></p> <p><i>MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</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:Cn11.1.2			
	<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 things in my life.</p>
	<p>Performance standards that support CONNECTING:</p> <p><i>MU:Cr1.1.2a</i> Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p><i>MU:Pr4.2.2a</i> Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p><i>MU:Pr6.1.2a</i> Perform music for a specific purpose with expression and technical accuracy.</p>		