

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 7



CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and works

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr1.1.7		
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?	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	I CAN generate musical phrases in a variety of musical forms.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr2.1.7a		
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? 	Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	I CAN create or arrange a complete composition using AB, ABA, or theme and variation forms that convey my ideas.
	MU:Cr2.1.7b		
	<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 audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	I CAN notate or record my musical ideas using rhythm, melody and harmonic sequences.

Anchor Standard 3: Refine and complete artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Cr3.1.7a		
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 their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	I CAN improve my musical compositions by applying selected criteria.
	MU:Cr3.1.7b		
	<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? 	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	I CAN explain why I made certain changes to improve my music based on teacher and peer feedback.

MU:Cr3.2.7

- **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 their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

I CAN present my written original musical work with skill and style.

PRESENTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr4.1.7		
Select and Analyze	<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? 	Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	I CAN support my choice of musical selections based on collaboratively developed, meaningful criteria.
	MU:Pr4.2.7a		
	<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 and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	I CAN explain how the structure and the elements of music are used in differing selected performance pieces.

MU:Pr4.2.7b			
	<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 identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p>	<p>I CAN analyze music through form and the elements of musical notation.</p>
	MU:Pr4.2.7c		
	<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>Identify how cultural and historical context inform performances and result in different music interpretations.</p>	<p>I CAN identify how particular elements of context impact the musical performance.</p>

MU:Pr4.3.7

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

Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing) convey intent.

I CAN perform contrasting pieces of music demonstrating how the expressive qualities differ through musical decisions, both written and implied.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Rehearse, Evaluate and Refine	MU:Pr5.1.7a		
	<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? 	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	I CAN help to develop a rubric to guide the rehearsal of music and aid in determining when it is.

PRESENTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Pr6.1.7a		
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 the music with technical accuracy and stylistic expression to convey the creator's intent.	I CAN perform music in a way that conveys the composer's intent.
	MU:Pr6.1.7b		
	<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 (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	I CAN present musical works appropriately for the given audience, performance setting, and context.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re.7.1.7		
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? 	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	I CAN choose contrasting musical works and demonstrate a connection.
	MU:Re.7.2.7a		
	<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? 	Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	I CAN classify and explain how the elements and expressive qualities of contrasting music relate.

MU:Re.7.2.7b

- **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?**

Identify and compare the context of music from a variety of genres, cultures, and historical periods.

I CAN identify, compare and contrast genres, cultures, and historical periods of music.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re8.1.7		
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? 	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	I CAN describe how musical and expressive components in contrasting music are used by the composer or performer to support my interpretation of the intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	MU:Re9.1.7		
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)? 	Select from teacher-provided criteria to evaluate musical works or performances.	I CAN use select criteria to evaluate musical works or performances.

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:Cn10.1.7		
	<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:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</i></p> <p><i>MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</i></p> <p><i>MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</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:Cn11.1.7			
	<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 other subjects and daily life.
	<p>Performance standards that support CONNECTING:</p> <p><i>MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</i></p> <p><i>MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations.</i></p> <p><i>MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</i></p>		