



# IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

*General Music, Music Appreciation, Music History*



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# Idaho Fine Arts Standards – Music, General Music, Music Appreciation, Music History

Music (General Music, Music Appreciation, Music History)										
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?									Creating
	Kindergarten (MU:Cr1.1.K)	1st (MU:Cr1.1.1)	2nd (MU:Cr1.1.2)	3rd (MU:Cr1.1.3)	4th (MU:Cr1.1.4)	5th (MU:Cr1.1.5)	6th (MU:Cr1.1.6)	Novice (MU:Cr1.1.7)	Proficient (MU:Cr1.1.8)	
Imagine	a With <b>guidance, explore</b> and experience <b>music concepts</b> (such as <b>beat</b> and <b>melodic contour</b> ).	a With limited <b>guidance, create musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b> .	a <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific <b>purpose</b> .	a Improvise rhythmic and melodic ideas, and describe <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	a Improvise rhythmic, melodic, and <b>harmonic</b> ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	a Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social, cultural,</b> and <b>historical</b> ).	a Generate simple rhythmic, melodic, and harmonic <b>phrases</b> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b> .	a Generate rhythmic, melodic, and harmonic <b>phrases</b> and <b>variations</b> over harmonic accompaniments within <b>AB, ABA,</b> or <b>theme and variation forms</b> that convey <b>expressive intent</b> .	a Generate rhythmic, melodic and harmonic <b>phrases</b> and harmonic accompaniments within <b>expanded forms</b> (including introductions, transitions, and codas ) that convey <b>expressive intent</b> .	
	b With <b>guidance,</b> generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b> ).	b With limited <b>guidance,</b> generate <b>musical ideas</b> in multiple <b>tonalities</b> (such as <b>major</b> and <b>minor</b> ) and <b>meters</b> (such as <b>duple</b> and <b>triple</b> ).	b Generate <b>musical patterns</b> and <b>ideas</b> within the <b>context</b> of a given <b>tonality</b> (such as <b>major</b> and <b>minor</b> ) and <b>meter</b> (such as <b>duple</b> and <b>triple</b> ).	b Generate <b>musical ideas</b> (such as <b>rhythms</b> and <b>melodies</b> ) within a given <b>tonality</b> and/or <b>meter</b> .	b Generate <b>musical ideas</b> (such as <b>rhythms, melodies,</b> and <b>simple accompaniment patterns</b> ) within <b>related tonalities</b> (such as <b>major</b> and <b>minor</b> ) and <b>meters</b> .	b Generate <b>musical ideas</b> (such as <b>rhythms, melodies,</b> and accompaniment patterns) within specific related <b>tonalities, meters,</b> and <b>simple chord changes</b> .				

# Idaho Fine Arts Standards – Music, General Music, Music Appreciation, Music History

Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?										Creating
	Kindergarten (MU:Cr2.1.K)	1st (MU:Cr2.1.1)	2nd (MU:Cr2.1.2)	3rd (MU:Cr2.1.3)	4th (MU:Cr2.1.4)	5th (MU:Cr2.1.5)	6th (MU:Cr2.1.6)	Novice (MU:Cr2.1.7)	Proficient (MU:Cr2.1.8)		
Plan & Make	<p><b>a</b> With <b>guidance</b>, <b>demonstrate</b> and choose favorite <b>musical ideas</b> .</p>	<p><b>a</b> With limited <b>guidance</b>, <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .</p>	<p><b>a</b> <b>Demonstrate</b> and explain personal reasons for selecting <b>patterns and ideas</b> for music that represent <b>expressive intent</b> .</p>	<p><b>a</b> <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b> , and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b> .</p>	<p><b>a</b> <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b>, <b>arrangement</b>, or <b>composition</b> to express <b>intent</b>, and explain <b>connection to purpose</b> and <b>context</b> .</p>	<p><b>a</b> <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b>, <b>arrangements</b> , or <b>compositions</b> to express <b>intent</b>, and explain <b>connection to purpose</b> and <b>context</b> .</p>	<p><b>a</b> Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA</b> form that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b> .</p>	<p><b>a</b> Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b> , <b>songs</b>, and <b>compositions</b> within <b>AB, ABA, or theme and variation forms</b> that <b>demonstrate unity and variety</b> and convey <b>expressive intent</b> .</p>	<p><b>a</b> Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b>, <b>songs</b>, and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate tension and release</b> , <b>unity</b> and <b>variety</b>, <b>balance</b>, and convey <b>expressive intent</b> .</p>		Plan & Make
	<p><b>a</b> With <b>guidance</b>, organize personal <b>musical ideas</b> using <b>iconic notation</b> and/or recording technology.</p>	<p><b>b</b> With limited <b>guidance</b>, use <b>iconic or standard notation</b> and/or recording technology to document and organize personal <b>musical ideas</b> .</p>	<p><b>b</b> Use <b>iconic</b> or <b>standard</b> notation and/or recording technology to <b>combine, sequence</b>, and document personal <b>musical ideas</b> .</p>	<p><b>b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic and melodic musical ideas</b> .</p>	<p><b>b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic, melodic, and simple harmonic musical ideas</b> .</p>	<p><b>b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <b>rhythmic, melodic, and twochord harmonic musical ideas</b> .</p>	<p><b>b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple <b>rhythmic phrases</b>, <b>melodic phrases</b> , and <b>twochord harmonic musical ideas</b> .</p>	<p><b>b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple <b>rhythmic phrases</b>, <b>melodic phrases</b>, and <b>harmonic sequences</b> .</p>	<p><b>b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal <b>rhythmic phrases</b>, <b>melodic phrases</b>, and <b>harmonic sequences</b> .</p>		
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?										Creating
	Kindergarten (MU:Cr3.1.K)	1st (MU:Cr3.1.1)	2nd (MU:Cr3.1.2)	3rd (MU:Cr3.1.3)	4th (MU:Cr3.1.4)	5th (MU:Cr3.1.5)	6th (MU:Cr3.1.6)	Novice (MU:Cr3.1.7)	Proficient (MU:Cr3.1.8)		
Evaluate & Refine	<p><b>a</b> - With <b>guidance</b>, apply personal, peer, and teacher feedback in <b>refining</b> personal <b>musical ideas</b> .</p>	<p><b>a</b> With limited <b>guidance</b>, discuss and apply personal, peer, and teacher feedback to <b>refine</b> personal <b>musical ideas</b> .</p>	<p><b>a</b> <b>Interpret</b> and apply personal, peer, and teacher feedback to <b>revise</b> personal music .</p>	<p><b>a</b> Evaluate, <b>refine</b> , and document revisions to personal <b>musical ideas</b> , applying <b>teacherprovided</b> and <b>collaborativelydeveloped criteria</b> and feedback.</p>	<p><b>a</b> Evaluate, <b>refine</b>, and document revisions to personal <b>music</b>, applying <b>teacher-provided</b> and <b>collaborativelydeveloped criteria</b> and feedback to show improvement over time.</p>	<p><b>a</b> Evaluate, <b>refine</b>, and document revisions to personal music, applying <b>teacher-provided</b> and <b>collaborativelydeveloped criteria</b> and feedback, and explain rationale for changes.</p>	<p><b>a</b> Evaluate their own work, applying <b>teacher-provided criteria</b> such as application of <b>selected elements of music</b>, and use of sound sources .</p>	<p><b>a</b> Evaluate their own work, applying selected <b>criteria</b> such as <b>appropriate application of elements of music</b> including <b>style</b> , <b>form</b> , and use of sound sources.</p>	<p><b>a</b> Evaluate their own work by selecting and applying <b>criteria</b> including <b>appropriate application of compositional techniques</b> , <b>style</b>, <b>form</b>, and use of sound sources.</p>		Evaluate & Refine



# Idaho Fine Arts Standards – Music, General Music, Music Appreciation, Music History

Music											
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: 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. Essential Question(s): How do performers select repertoire?										Performing
	Pre K (MU:Pr4.1.PK)	Kindergarten (MU:Pr4.1.K)	1st (MU:Pr4.1.1)	2nd (MU:Pr4.1.2)	3rd (MU:Pr4.1.3)	4th (MU:Pr4.1.4)	5th (MU:Pr4.1.5)	6th (MU:Pr4.1.6)	Novice (MU:Pr4.1.7)	Proficient (MU:Pr4.1.8)	
Select		a With <b>guidance, demonstrate</b> and <i>state personal interest</i> in varied musical selections.	a With limited <b>guidance, demonstrate</b> and <i>discuss personal interest in, knowledge about, and purpose of</i> varied musical selections.	a <b>Demonstrate</b> and <i>explain personal interest in, knowledge about, and purpose of</i> varied musical selections.	a <b>Demonstrate</b> and <i>explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</i>	a <b>Demonstrate</b> and <i>explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</i>	a <b>Demonstrate</b> and <i>explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.</i>	a Apply <b>teacherprovided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> , and explain why each was chosen.	a Apply <b>collaborativelydeveloped criteria</b> for selecting music of <i>contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities, technical challenges,</b> and <i>reasons</i> for choices.	a Apply <b>personallydeveloped criteria</b> for selecting music of <i>contrasting styles for a program</i> with a specific <b>purpose</b> and/or <b>context</b> , and explain <b>expressive qualities, technical challenges,</b> and reasons for choices.	Select
Performing	Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?										Performing
	Kindergarten (MU:Pr4.2.K)	1st (MU:Pr4.2.1)	2nd (MU:Pr4.2.2)	3rd (MU:Pr4.2.3)	4th (MU:Pr4.2.4)	5th (MU:Pr4.2.5)	6th (MU:Pr4.2.6)	Novice (MU:Pr4.2.7)	Proficient (MU:Pr4.2.8)		
Analyze		a With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music <i>contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</i>	a With limited <b>guidance, demonstrate</b> knowledge of music <b>concepts</b> (such as <b>beat and melodic contour</b> ) in music from a variety of <b>cultures</b> selected for <b>performance.</b>	a <b>Demonstrate</b> knowledge of music <b>concepts</b> (such as <b>tonality and meter</b> ) in music from a variety of <b>cultures</b> selected for <b>performance.</b>	a <b>Demonstrate</b> <i>understanding of the structure</i> in music selected for <b>performance.</b>	a <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, and form</b> ) in music selected for <b>performance.</b>	a <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, form, and harmony</b> ) in music selected for <b>performance.</b>	a <i>Explain</i> how understanding the <b>structure</b> and the <b>elements of music</b> are used in music selected for <b>performance.</b>	a Explain and <i>demonstrate</i> the <b>structure</b> of <i>contrasting pieces of music</i> selected for <b>performance</b> and how <b>elements of music</b> are used.	a <i>Compare</i> the <b>structure</b> of contrasting pieces of music selected for <b>performance</b> , explaining how the <b>elements of music</b> are used in each.	Analyze
		b When analyzing selected music, read and perform <b>rhythmic patterns</b> using <b>iconic</b> or <b>standard notation.</b>	b When analyzing selected music, read and perform <b>rhythmic and melodic patterns</b> using <b>iconic</b> or <b>standard notation.</b>	b When analyzing selected music, read and perform <b>rhythmic patterns and melodic phrases</b> using <b>iconic</b> and <b>standard notation.</b>	b When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation.</b>	b When analyzing selected music, read and perform using <b>standard notation.</b>	b When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation,</b> and <b>dynamics.</b>	b When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm, pitch, articulation, dynamics, tempo, and form.</b>	b When analyzing selected music, <b>sightread</b> in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</i>		Analyze



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				c Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b> .	c <i>Explain</i> how <b>context</b> (such as <b>social</b> and <b>cultural</b> ) informs a <b>performance</b> .	c Explain how <b>context</b> (such as <b>social, cultural,</b> and <b>historical</b> ) informs <b>performances</b> .	c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> .	c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <i>different musical interpretations</i> .	c Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in <i>different musical effects</i> .		
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?										Performing
	Kindergarten (MU:Pr4.3.K)	1st (MU:Pr4.3.1)	2nd (MU:Pr4.3.2)	3rd (MU:Pr4.3.3)	4th (MU:Pr4.3.4)	5th (MU:Pr4.3.5)	6th (MU:Pr4.3.6)	Novice (MU:Pr4.3.7)	Proficient (MU:Pr4.3.8)		
Interpret		a With <b>guidance, demonstrate awareness of expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	a <b>Demonstrate and describe</b> music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	a <b>Demonstrate understanding of expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) and how <b>creators use them to convey expressive intent</b> .	a <b>Demonstrate and describe</b> how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	a <b>Demonstrate and explain</b> how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, and timbre</b> ).	a <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation/style</b> ).	a <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b> ) convey <b>intent</b> .	a <b>Perform contrasting pieces</b> of music demonstrating their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b> ) convey <b>intent</b> .	a <b>Perform contrasting pieces</b> of music, demonstrating as well as explaining how the music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b> ).	
											Interpret

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Performing Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: 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. Essential Question(s): How do musicians improve the quality of their performance?											Performing	
		Kindergarten (MU:Pr5.1.K)	1st (MU:Pr5.1.1)	2nd (MU:Pr5.1.2)	3rd (MU:Pr5.1.3)	4th (MU:Pr5.1.4)	5th (MU:Pr5.1.5)	6th (MU:Pr5.1.6)	Novice (MU:Pr5.1.7)	Proficient (MU:Pr5.1.8)		
Rehearse, Evaluate & Refine		<b>a</b> With <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	<b>a</b> With limited <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> .	<b>a</b> - Apply <b>established criteria</b> to judge the accuracy, expressiveness, and effectiveness of <b>performances</b> .	<b>a</b> - Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> and feedback to evaluate accuracy of <b>ensemble performances</b> .	<b>a</b> Apply <b>teacher-provided</b> and <b>collaboratively developed criteria</b> and feedback to evaluate accuracy and expressiveness of <b>ensemble and personal performances</b> .	<b>a</b> Apply <b>teacher-provided</b> and <b>established criteria</b> and feedback to evaluate the accuracy and expressiveness of <b>ensemble</b> and <b>personal performances</b> .	<b>a</b> Identify and apply <b>teacher-provided criteria</b> (such as correct interpretation of notation, <b>technical accuracy</b> , originality, and interest) to rehearse, <b>refine</b> , and determine when a piece is ready to <b>perform</b> .	<b>a</b> Identify and apply <b>collaboratively developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill of performer</b> , originality, <b>emotional impact</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .	<b>a</b> Identify and apply <b>personally-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill</b> of performer, originality, emotional impact, <b>variety</b> , and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .		
Rehearse, Evaluate & Refine		<b>b</b> With <b>guidance</b> , use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.	<b>b</b> With limited <b>guidance</b> , use suggested strategies in rehearsal to address interpretive challenges of music.	<b>b</b> - Rehearse, <b>identify</b> and apply strategies to address interpretive, <b>performance</b> , and <b>technical challenges</b> of music.	<b>b</b> Rehearse to <b>refine technical accuracy, expressive qualities</b> , and identified performance challenges.	<b>b</b> Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b> , and address performance challenges.	<b>b</b> Rehearse to refine <b>technical accuracy</b> and <b>expressive qualities</b> to address challenges, and show improvement over time.					
Performing Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?											Performing	
		Kindergarten (MU:Pr6.1.K)	1st (MU:Pr6.1.1)	2nd (MU:Pr6.1.2)	3rd (MU:Pr6.1.3)	4th (MU:Pr6.1.4)	5th (MU:Pr6.1.5)	6th (MU:Pr6.1.6)	Novice (MU:Pr6.1.7)	Proficient (MU:Pr6.1.8)		
Present		<b>a</b> With <b>guidance</b> , <b>perform</b> music with <b>expression</b> .	<b>a</b> With limited <b>guidance</b> , <b>perform</b> music for a specific <b>purpose</b> with <b>expression</b> .	<b>a</b> <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b> .	<b>a</b> <b>Perform</b> music with <b>expression</b> and <b>technical accuracy</b> .	<b>a</b> <b>Perform</b> music, <i>alone or with others</i> , with <b>expression</b> and <b>technical accuracy</b> , and appropriate <b>interpretation</b> .	<b>a</b> <b>Perform</b> music, alone or with others, with <b>expression</b> , <b>technical accuracy</b> , and appropriate <b>interpretation</b> .	<b>a</b> <b>Perform</b> the music with <b>technical accuracy</b> to convey the <b>creator's intent</b> .	<b>a</b> <b>Perform</b> the music with <b>technical accuracy</b> and <b>stylistic expression</b> to convey the <b>creator's intent</b> .	<b>a</b> <b>Perform</b> the music with <b>technical accuracy</b> , <b>stylistic expression</b> , and <b>culturally authentic practices</b> in music to convey the <b>creator's intent</b> .		
Present												

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	<p><b>b Perform</b> appropriately for the audience.</p>	<p><b>b Perform</b> appropriately for the audience and <b>purpose</b> .</p>	<p><b>b Perform</b> appropriately for the audience and <b>purpose</b>.</p>	<p><b>b Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context and venue</b> .</p>	<p><b>b Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context, venue, and genre</b> .</p>	<p><b>b Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context, venue, genre, and style</b> .</p>	<p><b>b Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue and purpose</b>.</p>	<p><b>b Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, and context</b> .</p>	<p><b>b Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .</p>	
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# Idaho Fine Arts Standards – Music, General Music, Music Appreciation, Music History

Music											
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?										Responding
	Kindergarten (MU:Re7.1.K)		1 <sup>st</sup> (MU:Re7.1.1)	2 <sup>nd</sup> (MU:Re7.1.2)	3 <sup>rd</sup> (MU:Re7.1.3)	4 <sup>th</sup> (MU:Re7.1.4)	5 <sup>th</sup> (MU:Re7.1.5)	6 <sup>th</sup> (MU:Re7.1.6)	Novice (MU:Re7.1.7)	Proficient (MU:Re7.1.8)	
Select	a With <b>guidance</b> , list personal interests and experiences and <b>demonstrate</b> why they prefer some music selections over others.	a With limited <b>guidance</b> , identify and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	a Explain and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	a <b>Demonstrate</b> and describe how <i>selected music connects to</i> and is influenced by specific interests, experiences, or <b>purposes</b> .	a <b>Demonstrate</b> and explain how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	a <b>Demonstrate</b> and explain, <i>citing evidence</i> , how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	a Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	a Select or choose contrasting music to listen to and <i>compare</i> the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	a Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b> .		Select
Responding	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How do individuals choose music to experience?										Responding
	Kindergarten (MU:Re7.2.K)		1 <sup>st</sup> (MU:Re7.2.1)	2 <sup>nd</sup> (MU:Re7.2.2)	3 <sup>rd</sup> (MU:Re7.2.3)	4 <sup>th</sup> (MU:Re7.2.4)	5 <sup>th</sup> (MU:Re7.2.5)	6 <sup>th</sup> (MU:Re7.2.6)	Novice (MU:Re7.2.7)	Intermediate (MU:Re7.2.8)	
Analyze	a With <b>guidance</b> , <b>demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b> ) is used in music.	a With limited <b>guidance</b> , <b>demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b> ) are used in various styles of music for a <b>purpose</b> .	a Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.	a <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	a <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).	a <b>Demonstrate</b> and explain, <i>citing evidence</i> , how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <b>historical</b> ).	a Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of the pieces.	a <i>Classify and explain</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of contrasting pieces.	a <i>Compare</i> how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> within <b>programs</b> of music.		Analyze
							b Identify the <b>context</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .	b Identify and <i>compare</i> the <b>context</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .	b Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .		

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Responding		Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?										Responding
		Kindergarten (MU:Re8.1.K)	1 <sup>st</sup> (MU:Re8.1.1)	2 <sup>nd</sup> (MU:Re8.1.2)	3 <sup>rd</sup> (MU:Re8.1.3)	4 <sup>th</sup> (MU:Re8.1.4)	5 <sup>th</sup> (MU:Re8.1.5)	6 <sup>th</sup> (MU:Re8.1.6)	Novice (MU:Re8.1.7)	Proficient (MU:Re8.1.8)		
Interpret		a With <b>guidance, demonstrate</b> awareness of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	a With <b>limited guidance, demonstrate</b> and identify <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	a <b>Demonstrate</b> knowledge of music <b>concepts</b> and how they support creators'/performers' <b>expressive intent</b> .	a <b>Demonstrate</b> and describe how the <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) are used in performers' <b>interpretations</b> to reflect <b>expressive intent</b> .	a <b>Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics, tempo, and timbre</b> ) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b> .	a <b>Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation</b> ) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b> .	a Describe a personal <b>interpretation</b> of how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres</b> and <b>cultural and historical context</b> , convey <b>expressive intent</b> .	a Describe a personal <b>interpretation</b> of <b>contrasting</b> works and explain how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres, cultures, and historical periods</b> , convey <b>expressive intent</b> .	a <b>Support</b> personal <b>interpretation</b> of <b>contrasting programs</b> of music and explain how creators' or performers' apply the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres, cultures, and historical periods</b> to convey <b>expressive intent</b> .		Interpret
Responding		Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?										Responding
		Kindergarten (MU:Re9.1.K)	1 <sup>st</sup> (MU:Re9.1.1)	2 <sup>nd</sup> (MU:Re9.1.2)	3 <sup>rd</sup> (MU:Re9.1.3)	4 <sup>th</sup> (MU:Re9.1.4)	5 <sup>th</sup> (MU:Re9.1.5)	6 <sup>th</sup> (MU:Re9.1.6)	Novice (MU:Re9.1.7)	Proficient (MU:Re9.1.8)		
Evaluate		b With <b>guidance, apply personal and expressive preferences</b> in the <b>evaluation of music</b> .	a With <b>limited guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	a <b>Apply</b> personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	a Evaluate <b>musical works and performances</b> , applying <b>established criteria</b> , and describe <b>appropriateness to the context</b> .	a Evaluate <b>musical works and performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context</b> .	a Evaluate <b>musical works and performances</b> , applying <b>established criteria</b> , and explain appropriateness to the <b>context, citing evidence from the elements of music</b> .	a Apply <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b> .	a Select from <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b> .	a Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works or performances</b> .		Evaluate

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Music										
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?									Connecting
Kindergarten (MU:Cn10.1.K)		1 <sup>st</sup> (MU:Cn10.1.1)	2 <sup>nd</sup> (MU:Cn10.1.2)	3 <sup>rd</sup> (MU:Cn10.1.3)	4 <sup>th</sup> (MU:Cn10.1.4)	5 <sup>th</sup> (MU:Cn10.1.5)	6 <sup>th</sup> (MU:Cn10.1.6)	Novice (MU:Cn10.1.7)	Proficient (MU:Cn10.1.8)	
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
	MU:Cr3.2.Ka With <b>guidance</b> , <b>demonstrate</b> a final version of personal <b>musical ideas</b> to peers.	MU:Cr2.1.1a With limited <b>guidance</b> , <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b> .	MU:Cr2.1.2a <b>Demonstrate</b> and explain personal reasons for selecting <b>patterns and ideas</b> for their music that represent <b>expressive intent</b> .	MU:Cr2.1.3a <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b> , and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b> .	MU:Cr2.1.4a <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b> , <b>arrangement</b> , or <b>composition</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	MU:Cr2.1.5a <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b> , <b>arrangements</b> , or <b>compositions</b> to express <b>intent</b> , and explain <b>connection</b> to <b>purpose</b> and <b>context</b> .	MU:Cr2.1.6a Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	MU:Cr2.1.7a Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b> , <b>songs</b> , and <b>compositions</b> within <b>AB</b> , <b>ABA</b> , or <b>theme and variation forms</b> that <b>demonstrate unity and variety</b> and convey <b>expressive intent</b> .	MU:Cr2.1.8a Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b> , <b>songs</b> , and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate tension and release</b> , <b>unity</b> and <b>variety</b> , and <b>balance</b> , and convey <b>expressive intent</b> .	
	MU:Pr4.1.Ka With <b>guidance</b> , <b>demonstrate</b> and state personal interest in varied musical selections.	MU:Cr3.2.1a With limited <b>guidance</b> , convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	MU:Cr3.2.2a Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.	MU:Cr3.2.3a <b>Present</b> the final version of created music for others, and describe <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.4a <b>Present</b> the final version of created music for others, and explain <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.5a <b>Present</b> the final version of created music for others that <b>demonstrates craftsmanship</b> , and explain <b>connection</b> to <b>expressive intent</b> .	MU:Cr3.2.6a <b>Present</b> the final version of their documented personal <b>composition</b> or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b> .	MU:Cr3.2.7a <b>Present</b> the final version of their documented personal <b>composition</b> , <b>song</b> , or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate <b>unity and variety</b> , and convey <b>expressive intent</b> .	MU:Cr3.2.8a <b>Present</b> the final version of their documented personal <b>composition</b> , <b>song</b> , or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity</b> and <b>variety</b> , <b>tension and release</b> , and <b>balance</b> to convey <b>expressive intent</b> .	

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		<p><b>MU:Pr4.3.Ka</b> With <b>guidance, demonstrate awareness of expressive qualities</b> (such as voice quality, <b>dynamics</b>, and <b>tempo</b>) that support the <b>creators’ expressive intent</b>.</p>	<p><b>MU:Pr4.3.1a</b> <b>Demonstrate and describe</b> music’s <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).</p>	<p><b>MU:Pr4.3.2a</b> <b>Demonstrate understanding of expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) and how <b>creators use them to convey expressive intent</b>.</p>	<p><b>MU:Pr4.1.3a</b> <b>Demonstrate and explain</b> how the <b>selection of music to perform is influenced by personal interest, knowledge, purpose, and context</b>.</p>	<p><b>MU:Pr4.1.4a</b> <b>Demonstrate and explain</b> how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, and <b>technical skill</b>.</p>	<p><b>MU:Pr4.1.5a</b> <b>Demonstrate and explain</b> how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, as well as their <b>personal and others’ technical skill</b>.</p>	<p><b>MU:Pr4.1.6a</b> Apply <b>teacherprovided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> and explain why each was chosen.</p>	<p><b>MU:Pr4.1.7a</b> Apply <b>collaboratively-developed criteria</b> for selecting music of <b>contrasting styles</b> for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities, technical challenges</b>, and <b>reasons</b> for choices.</p>	<p><b>MU:Pr4.1.8a</b> Apply <b>personally-developed criteria</b> for selecting <b>music</b> of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and explain <b>expressive qualities, technical challenges</b>, and reasons for choices.</p>	
		<p><b>MU:Re7.1.1a</b> With limited <b>guidance, identify and demonstrate</b> how personal interests and experiences <b>influence musical selection for specific purposes</b>.</p>	<p><b>MU:Re7.1.2a</b> <b>Explain and demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b>.</p>	<p><b>MU:Pr4.3.3a</b> <b>Demonstrate and describe</b> how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).</p>	<p><b>MU:Pr4.3.4a</b> <b>Demonstrate and explain</b> how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, and timbre</b>).</p>	<p><b>MU:Pr4.3.5a</b> <b>Demonstrate and explain</b> how <b>intent</b> is conveyed through <b>interpretive decisions</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation/style</b>).</p>	<p><b>MU:Pr4.3.6a</b> <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations of the elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p>	<p><b>MU:Pr4.3.7a</b> <b>Perform</b> <b>contrasting pieces</b> of music demonstrating their personal <b>interpretations of the elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>) convey <b>intent</b>.</p>	<p><b>MU:Pr4.3.8a</b> <b>Perform</b> <b>contrasting pieces of music</b>, demonstrating as well as explaining how the music’s <b>intent</b> is conveyed by their <b>interpretations of the elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style, and phrasing</b>).</p>		
				<p><b>MU:Re7.1.3a</b> <b>Demonstrate and describe</b> how <b>selected music connects to</b> and is influenced by specific interests, experiences, or <b>purposes</b>.</p>	<p><b>MU:Re7.1.4a</b> <b>Demonstrate and explain</b> how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	<p><b>MU:Re7.1.5a</b> <b>Demonstrate and explain, citing evidence,</b> how selected music connects to, and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	<p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b>.</p>	<p><b>MU:Re7.1.7a</b> Select or choose contrasting music to listen to and <b>compare</b> the <b>connection</b> to specific interests or experiences for a specific <b>purpose</b>.</p>	<p><b>MU:Re7.1.8a</b> Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b>.</p>		
Connecting	<p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>  <b>Enduring Understanding: Understand connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential</b>  <b>Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</b></p>										Connecting
	Kindergarten (MU:Cn11.1.K)	1 <sup>st</sup> (MU:Cn11.1.1)	2 <sup>nd</sup> (MU:Cn11.1.2)	3 <sup>rd</sup> (MU:Cn11.1.3)	4 <sup>th</sup> (MU:Cn11.1.4)	5 <sup>th</sup> (MU:Cn11.1.5)	6 <sup>th</sup> (MU:Cn11.1.6)	Novice (MU:Cn11.1.7)	Proficient (MU:Cn11.1.8)		
	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		

## Idaho Fine Arts Standards – Music, General Music, Music Appreciation, Music History

<p><b>MU:Pr4.2.Ka</b> 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> .</p>	<p><b>MU:Cr1.1.1a</b> With limited <b>guidance, create musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b> .</p>	<p><b>MU:Cr1.1.2a</b> <i>Improvise <b>rhythmic and melodic ideas</b> for a specific <b>purpose</b>.</i></p>	<p><b>MU:Cr1.1.3a</b> <i>Improvise rhythmic and melodic ideas, and describe <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b> ).</i></p>	<p><b>MU:Cr1.1.4a</b> <i>Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).</i></p>	<p><b>MU:Cr1.1.5a</b> <i>Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social, cultural,</b> and <b>historical</b> ).</i></p>	<p><b>MU:Cr1.1.6a</b> <i>Generate simple rhythmic, melodic, and harmonic <b>phrases</b> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b>.</i></p>	<p><b>MU:Cr1.1.7a</b> <i>Generate rhythmic, melodic, and harmonic <b>phrases</b> and <b>variations</b> over harmonic accompaniments within <b>AB, ABA,</b> or <b>theme and variation forms</b> that convey <b>expressive intent</b>.</i></p>	<p><b>MU:Cr1.1.8a</b> <i>Generate rhythmic, melodic and harmonic <b>phrases</b> and harmonic accompaniments within <b>expanded forms</b> (including introductions, transitions, and codas ) that convey <b>expressive intent</b>.</i></p>
<p><b>MU:Re7.2.Ka</b> With <b>guidance, demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b> ) is used in music.</p>	<p><b>MU:Pr4.2.1a</b> With limited <b>guidance, demonstrate knowledge</b> of music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.2a</b> <b>Demonstrate</b> knowledge of music <b>concepts</b> (such as <b>tonality</b> and <b>meter</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p>	<p><b>MU:Pr4.2.3c</b> Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b>.</p>	<p><i>MU:Pr4.2.4c</i> Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b> ) informs a <b>performance</b>.</p>	<p><b>MU:Pr4.2.5c</b> Explain how <b>context</b> (such as <b>social, cultural,</b> and <b>historical</b> ) informs <b>performances</b>.</p>	<p><b>MU:Pr4.2.6c</b> Identify how <b>cultural</b> and <b>historical context</b> inform the <b>performances</b>.</p>	<p><b>MU:Pr4.2.7c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <b>different music interpretations</b> .</p>	<p><b>MU:Pr4.2.8c</b> Identify how <b>cultural</b> and <b>historical context</b> inform <b>performance</b> and results in <b>different musical effects</b> .</p>
<p><b>MU:Re9.1.Ka</b> With <b>guidance, apply personal</b> and <b>expressive preferences</b> in the evaluation of music .</p>	<p><b>MU:Pr6.1.1a</b> With limited <b>guidance, perform</b> music for a specific <b>purpose</b> with <b>expression</b>.</p>	<p><b>MU:Pr6.1.2a</b> <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b> .</p>	<p><b>MU:Pr6.1.3b</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> and <b>venue</b>.</p>	<p><b>MU:Pr6.1.4b</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue,</b> and <b>genre</b> .</p>	<p><b>MU:Pr6.1.5b</b> <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, genre,</b> and <b>style</b> .</p>	<p><b>MU:Pr6.1.6b</b> <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i>) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b>.</p>	<p><b>MU:Pr6.1.7b</b> <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i>) and <b>audience etiquette</b> appropriate for <b>venue, purpose,</b> and <b>context</b> .</p>	<p><b>MU:Pr6.1.8b</b> <b>Demonstrate performance decorum</b> (such as <i>stage presence, attire, and behavior</i>) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context,</b> and <b>style</b> .</p>
	<p><b>MU:Re7.2.1a</b> With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or <b>pitch</b>) is used in various styles of music for a <b>purpose</b> .</p>	<p><b>MU:Re7.2.</b> Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.</p>	<p><b>MU:Re7.2.3a</b> <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>personal</b> and <b>social</b> ).</p>	<p><b>MU:Re7.2.4a</b> <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).</p>	<p><b>MU:Re7.2.5a</b> <b>Demonstrate</b> and explain, citing evidence , how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social, cultural,</b> and <b>historical</b> ).</p>	<p><b>MU:Re7.2.6b</b> Identify the <b>context</b> of music from a variety of <b>genres, cultures,</b> and <b>historical periods</b>.</p>	<p><b>MU:Re7.2.7b</b> Identify and compare the <b>context</b> of music from a variety of <b>genres, cultures,</b> and <b>historical periods</b>.</p>	<p><b>MU:Re7.2.8b</b> Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures,</b> and <b>historical periods</b>.</p>



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			<p><b>MU:Re9.1.1a</b> With limited <b>guidance</b>, apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p>	<p><b>MU:Re9.1.2a</b> <i>Apply</i> personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p>	<p><b>MU:Re9.1.3a</b> Evaluate <b>musical works and performances</b>, applying <b>established criteria</b>, and describe <i>appropriateness to the context</i>.</p>	<p><b>MU:Re9.1.4a</b> Evaluate <b>musical works and performances</b>, applying <b>established criteria</b>, and <i>explain</i> appropriateness to the <b>context</b>.</p>	<p><b>MU:Re9.1.5a</b> Evaluate <b>musical works and performances</b>, applying <b>established criteria</b>, and explain appropriateness to the <b>context</b>, <i>citing evidence from the elements of music</i>.</p>	<p><b>MU:Re9.1.6a</b> Apply <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b>.</p>	<p><b>MU:Re9.1.7a</b> Select from <b>teacher-provided criteria</b> to evaluate <b>musical works or performances</b>.</p>	<p><b>MU:Re9.1.8a</b> Apply appropriate <b>personally developed criteria</b> to evaluate <b>musical works or performances</b>.</p>	
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\*Green text indicates modifications by Music Executive Committee members