

MUSIC Crosswalk

Crosswalk for Proposed Fine Arts Missouri Learning Standards

Legend

Strikethrough	Strikethrough	Removed Text
Bold	Bold	New Text
Yellow Highlight	Yellow Highlight	Minor change to the standard
Green Highlight	Green Highlight	Significant change to the standard
Magenta Highlight	Magenta Highlight	Existing standard shifted to a lower or higher grade-level
No Highlight	No Highlight	No change to the standard

ABOUT THE MISSOURI LEARNING STANDARDS: The State Board of Education approved the updated Missouri Learning Standards: Grade Level Expectations on xxxx, based on the standards created by work groups of Missouri educators, parents, and community members. The revised standards were developed by Missourians for Missouri students. These expectations are challenging, yet attainable, for students in our state. The standards further define our high expectations for what children should know and be able to do in each course and grade level, helping ensure they graduate prepared for college, career, and life.

ABOUT THE MUSIC CROSSWALK: The intent of this crosswalk is to enhance understanding of the changes to the MUSIC expectations. The column on the left contains the newly adopted MUSIC expectations (2019). The column on the right contains the previous expectations (GLEs) which show some alignment. This document is intended to assist teachers with some of the issues associated with implementing new MUSIC standards: planning, pacing, professional development and curricular materials.

Preschool MUSIC

These proposed standards represent a new aspect of the curriculum in which no standards have previously been developed.

Missouri Learning Standards: Grade-Level Expectations for Music <small>(Adopted 2019 for implementation in the 2019-2020 school year.)</small>		Missouri Grade Level Expectations: Music <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1A.PKa	With substantial guidance, explore and experience a variety of music.		
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.PKa	With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).		
MU:Cr2.1.PKb	With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.		
3. Refine and complete artistic work.			
Evaluate and Refine			

MU:Cr3.1.PKa	With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.		
Present			
MU:Cr3.2.PKa	With substantial guidance, share revised personal musical ideas with peers.		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.PKa	With substantial guidance, demonstrate and state preference for varied musical selections.		
Analyze			
MU:Pr4.2.PKa	With substantial guidance, explore and demonstrate awareness of musical contrasts.		
Interpret			
MU:Pr4.3.PKa	With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).		
5. Develop and refine artistic techniques and work for presentation.			
With guidance, perform music with expression			
MU:Pr5.1.PKa	With substantial guidance, practice and demonstrate what they like about their own performances.		

MU:Pr5.1.PKb	With substantial guidance, apply personal, peer, and teacher feedback to refine performances		
6. Convey meaning through the presentation of artistic work			
Present			
MU:Pr6.1.PKa	With substantial guidance, perform music with expression.		
RESPONDING			
7. Perceive and analyze artistic work			
Select			
MU:Re7.1.PKa	With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.		
Analyze			
MU:Re7.2.PKa	With substantial guidance, explore musical contrasts in music.		
8. Interpret intent and meaning in artistic work			
Interpret			
MU:Re8.1.PKa	With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).		
9. Apply criteria to evaluate artistic work			
Evaluate			

MU:Re9.1.PKb	With substantial guidance, talk about personal and expressive preferences in music. b With guidance, apply personal and expressive preferences in the e		
CONNECTING			
10. Synthesize and relate knowledge and personal experiences to make art			
MU:Cn10.0.Ka	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music		
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
MU:Cn11.0.Ka	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		

Kindergarten MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1A.Ka	With guidance, explore and experience music concepts (such as beat and melodic contour)	PP1A.K PP2A.K PP2D.K AP1B.K	Use singing, speaking, whispering and shouting voices Perform using two dynamic levels—soft and loud; echo simple rhythms (long and short sounds) Echo short rhythmic patterns and on rhythm instruments and/or body percussion Differentiate between various vocal productions: singing, whispering, shouting, speaking
MU:Cr1A.Kb	With guidance, generate musical ideas (such as movements or motives).		
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.Ka	With guidance, demonstrate and choose favorite musical ideas		
MU:Cr2.1.Kb	With guidance, organize personal musical ideas		

	using iconic notation and/or recording technology		
3. Refine and complete artistic work.			
Evaluate and Refine			
MU:Cr3.1.Ka	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.		
Present			
MU:Cr3.2.Ka	With guidance, demonstrate a final version of personal musical ideas to peers.		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.Ka	With guidance, demonstrate and state personal interest in varied musical selections		
Analyze			
MU:Pr4.2.Ka	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 .	PP1A.K PP2A.K PP2D.K PP.1C.K PP.2C.K	Use singing, speaking, whispering and shouting voices Perform using two dynamic levels—soft and loud; echo simple rhythms (long and short sounds) Echo short rhythmic patterns and on rhythm instruments and/or body percussion Perform a varied repertoire of songs, including: patriotic, folk, seasonal, & spirituals Perform a varied repertoire of music including

			instrumental accompaniments representing diverse cultures, genres, and styles
Interpret			
MU:Pr4.3.Ka	With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	PP1A.K PP2A.K PP2D.K AP1B.K HC1B.K	Use singing, speaking, whispering and shouting voices Perform using two dynamic levels—soft and loud: echo simple rhythms (long and short sounds) Echo short rhythmic patterns and on rhythm instruments and/or body percussion Differentiate between nature, manmade, and animal sounds Describe how elements of music are used in teacher-selected examples: lullabies, marches, nursery rhymes/chants
5. Develop and refine artistic techniques and work for presentation.			
With guidance, perform music with expression			
MU:Pr5.1.Ka	With guidance, apply personal, teacher, and peer feedback to refine performances	HC1C.K	Identify and demonstrate appropriate listening behaviors during a classroom or outside performance
MU:Pr5.1.Kb	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	PP1E.K HC1D.K	Perform in groups following cues of the * conductor Identify responsibilities of a music leader and group participants in a classroom setting
6. Convey meaning through the presentation of artistic work			
Present			
MU:Pr6.1.Ka	With guidance, perform music with expression	PP1E.K	Perform in groups following cues of the * conductor
MU:Pr6.1.Kb	Perform appropriately for the audience.	PP1E.K	Perform in groups following cues of the * conductor

		HC1C.K	Identify and demonstrate appropriate listening behaviors during a classroom or outside performance
		HC1D.K	Identify responsibilities of a music leader and group participants in a classroom setting
RESPONDING			
7. Perceive and analyze artistic work			
Select			
MU:Re7.1.Ka	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.		
Analyze			
MU:Re7.2.Ka	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.		
8. Interpret intent and meaning in artistic work			
Interpret			
MU:Re8.1.Ka	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	AP2A.K	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence
9. Apply criteria to evaluate artistic work			
Evaluate			
MU:Re9.1.Kb	With guidance, apply personal and expressive	AP2A.K	Develop criteria to distinguish between quality and

	preferences in the evaluation of music.		non-quality performance through listening and self-assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence
CONNECTING			
10. Synthesize and relate knowledge and personal experiences to make art			
MU:Cn10.0.Ka	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	AP2B.K HC1C.K	Use prerequisite music terms to describe their personal response to a musical example (feelings) Describe the function of music in various settings and cultural events: lullabies, marches, nursery rhymes/chants
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
MU:Cn11.0.Ka	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1A.K	Use terms such as plain or fancy, same or different, bright or dark, in music class and art class

1st GRADE MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1A.1a	With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .	PP3A.1 PP4A.1	Improvise short rhythmic patterns Create a single tone or non-pitched accompaniment for songs and stories
MU:Cr1A.1b	With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas	EM1A.1	Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest and eighth note pairs
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.1a	With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .		
MU:Cr2.1.1b	With guidance, organize personal musical ideas using iconic notation and/or recording technology	PP4A.1	Create a single tone or non-pitched accompaniment for songs and stories
3. Refine and complete artistic work.			
Evaluate and Refine			

MU:Cr3.1.1a	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.		
Present			
MU:Cr3.2.1a	With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.1a	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.		
Analyze			
MU:Pr4.2.1a	With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	PP1C.1 PP2A.1 PP2C.1 PP2E.1 HC1A.1	Perform a varied repertoire of songs, including: patriotic, folk, seasonal, spirituals Perform a steady beat; echo simple rhythmic patterns Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles Perform in groups using a steady beat following the cues of the conductor Identify characteristics of teacher-selected genres or styles: western and non-western music, circle games, call and response

		HC1A.1	Recognize music of now and long ago
		HC1B.1	Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response
		HC1C.1	Describe the function of music in various settings and cultural events: western and non-western music, circle games, call and response
MU:Pr4.2.1b	When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	EM1A.1	Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest and eighth note pairs
Interpret			
MU:Pr4.3.1a	Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	PP1B.1	Demonstrate fast and slow tempo (with singing skills)
		PP1E.1	Perform in groups using a steady beat following the cues of the conductor
		PP2A.1	Perform a steady beat; echo simple rhythmic patterns
		PP2B.1	Demonstrate fast and slow tempi (with instrumental skills)
		PP2E.1	Perform in groups using a steady beat following the cues of the conductor
5. Develop and refine artistic techniques and work for presentation.			
With guidance, perform music with expression			
MU:Pr5.1.1a	With limited guidance, apply personal, teacher, and peer feedback to refine performances.		
MU:Pr5.1.1b	With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	PP1A.1	Reproduce/echo melodies in limited range [sol-mi-la-sol-mi]; use a singing voice with a head tone

6. Convey meaning through the presentation of artistic work			
Present			
MU:Pr6.1.1a	With limited guidance, perform music for a specific purpose with expression.		
MU:Pr6.1.1b	Perform appropriately for the audience and purpose .	PP1E.1 PP2A.1 HC1C.1 HC1D.1	Perform in groups using a steady beat following the cues of the conductor Perform a steady beat; echo simple rhythmic patterns Discuss and demonstrate appropriate listening behaviors for various types of performances Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting
RESPONDING			
7. Perceive and analyze artistic work			
Select			
MU:Re7.1.1a	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.		
Analyze			
MU:Re7.2.1a	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	PP2D.1 EM1B.1 EM1C.1	Echo short rhythmic patterns on rhythm instruments and/or body percussion Identify icons for high and low sounds Recognize fast and slow tempi

		AP1B.1	Differentiate between male, female, and children's voices
8. Interpret intent and meaning in artistic work			
Interpret			
MU:Re8.1.1a	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent	PP2D.1 EM1C.1 AP1A.1 AP1B.1 AP2A.1	Echo short rhythmic patterns on rhythm instruments and/or body percussion Recognize fast and slow tempi Distinguish between music opposites: same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence
9. Apply criteria to evaluate artistic work			
Evaluate			
MU:Re9.1.1a	With guidance, apply personal and expressive preferences in the evaluation of music.		
CONNECTING			
10. Synthesize and relate knowledge and personal experiences to make art			

MU:Cn10.0.1a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	AP2B.1 HC1C.1	Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories) Describe the function of music in various settings and cultural events Western and nonWestern music circle games call and response
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
MU:Cn11.0.1a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1A.1 IC1A.1 IC1B.1	Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet) List common themes found in all subject areas (e.g., repetition)

2nd Grade MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1A.2a	Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	PP3A.2 AP1B.2a	Improvise short rhythmic and melodic patterns Demonstrate through movement musical opposites and basic forms: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, questions/answer, call/response, AB, repeated pattern [ostinati], verse/refrain
MU:Cr1A.2b	Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	AP1B.2b	Differentiate between classroom pitched/non-pitched percussion instruments
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	PP2D.2	Echo short rhythmic patterns on rhythm instruments and/or body percussions
MU:Cr2.1.2b	Use iconic or standard notation and/or recording technology to combine, sequence, and document	PP4A.2	Create a rhythmic composition using *icons Create a phrase by arranging rhythms

	personal musical ideas.		
3. Refine and complete artistic work.			
Evaluate and Refine			
MU:Cr3.1.2a	Interpret and apply personal, peer, and teacher feedback to revise personal music .		
Present			
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.		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.2a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		
Analyze			
MU:Pr4.2.2a	Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	HC1B.2	Describe how elements of music are used in teacher-selected examples: patriotic, Native American, African American, singing games
		PP1C.2	Perform a varied repertoire of songs, including: patriotic, folk, seasonal, spirituals
		PP2C.2	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

MU:Pr4.2.2b	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation	PP1A.2a PP1D.2 PP2A.2 EM1B.2a EM1B.2b EM1C.2	Apply accurate *pitch relationships while singing in a limited range [a-sol-mi, sol-mi-re-do] Perform ostinati Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs Identify melodies that move up, down, or stay the same Transfer melodic icons to pitch notation (e.g., two line staff) Identify p for piano and f for forte
Interpret			
MU:Pr4.3.2a	Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	PP1B.2 PP2B.2 PP1E.2 PP2E.2	Demonstrate loud and soft *dynamics [p, f] and fast and slow tempo Perform in groups using a steady beat, matching dynamics, following the cues of the conductor
5. Develop and refine artistic techniques and work for presentation.			
Rehearse, Evaluate, and Refine			
MU:Pr5.1.2a	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.		
MU:Pr5.1.2b	Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.		
6. Convey meaning through the presentation of artistic work			
Present			

MU:Pr6.1.2a	Perform music for a specific purpose with expression and technical accuracy	PP1A.2b	Demonstrate appropriate singing posture
MU:Pr6.1.2b	Perform appropriately for the audience and purpose.		
RESPONDING			
7. Perceive and analyze artistic work			
Select			
MU:Re7.1.2a	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.		
Analyze			
MU:Re7.2.2a	Describe how specific music concepts are used to support a specific purpose in music.	AP1A.2 AP1B.2	Recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns, [ostinati], verse/refrain, repeat sign, introduction Demonstrate through movement musical opposites and basic forms: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, soft/loud, same/different, up/down, question/answer, call/response, AB, repeated pattern, ostinati, verse,/refrain Differentiate between classroom pitched/non-pitched percussion instruments
8. Interpret intent and meaning in artistic work			
Interpret			
MU:Re8.1.2a	Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.	AP2A.2	Develop criteria to distinguish between quality and non-quality performance through listening and

			self-assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence
9. Apply criteria to evaluate artistic work			
Evaluate			
MU:Re9.1.2b	Apply personal and expressive preferences in the evaluation of music for specific purposes	AP2B.2	Use prerequisite music terms to describe their personal response to a musical example (tempo)
CONNECTING			
10. Synthesize and relate knowledge and personal experiences to make art			
MU:Cn10.0.2a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
MU:Cn11.0.2a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1A.2	Tell how concepts such as repetition and contrast are used in the fine arts
		IC1B.2a	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music
		IC1B.2b	Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)
		HC1A.2	Identify characteristics of teacher-selected genres or styles: patriotic, Native American, African American, singing games
		HC1C.2a	Describe the function of music in various settings and cultural events: patriotic, native american, african american, singing games

		HC1C.2b	Discuss and demonstrate appropriate listening behavior for various types of performances
		HC1D.2	Identify responsibilities of an accompanist and soloist

3rd Grade MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1A.3a	Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	PP3A.3	Improvise simple rhythmic and melodic ostinati accompaniments
MU:Cr1A.3b	Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.		
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.3a	Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and		

	context .		
MU:Cr2.1.3b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	PP4A.3	Create a rhythmic and/or melodic composition using icons
3. Refine and complete artistic work.			
Evaluate and Refine			
MU:Cr3.1.3a	Evaluate, refine , and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback		
Present			
MU:Cr3.2.3a	Present the final version of personal created music to others, and describe connection to expressive intent .		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.3a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context .	IC1B.3	Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)
Analyze			
MU:Pr4.2.3a	Demonstrate understanding of the structure in music selected for performance.		
MU:Pr4.2.3b	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and	PP2A.3	Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest Quarter note/rest

	standard notation		Half note/ rest Eighth note pairs
MU:Pr4.2.3c	Describe how context (such as personal and social) can inform a performance.	AP2B.3	Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)
Interpret			
MU:Pr4.3.3a	Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).		
5. Develop and refine artistic techniques and work for presentation.			
Rehearse, Evaluate, and Refine			
MU:Pr5.1.3a	Apply teacher provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances.	AP2A.3	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality expression/phrasing rhythmic accuracy pitch accuracy part acquisition blend/balance posture/stage presence
MU:Pr5.1.3b	Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	PP1B.3	Demonstrate dynamics [p, f, *crescendo, *decrescendo/diminuendo] and tempi [fast, slow, *ritardando] Interpret expressive markings [accent, *fermata]
6. Convey meaning through the presentation of artistic work			
Present			
MU:Pr6.1.3a	Perform music with expression and technical accuracy.		
MU:Pr6.1.3b	Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	HC1C.3	Discuss and demonstrate appropriate listening behavior for various types of performances
RESPONDING			

7. Perceive and analyze artistic work

Select

MU:Re7.1.3a	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes	AP1B.MS6-8	Characterize the use of music by its intended function (purpose) and its intended audience
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Analyze

MU:Re7.2.3a	Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	AP2B.HS9-12	Use musical terminology to describe their personal response to musical example
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8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.3a	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .		
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9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.3b	Evaluate musical works and performances, applying established criteria , and describe appropriateness to the context .		
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CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.2a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,		
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	performing, and responding to music.		
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
MU:Cn11.0.2a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.3	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music

4th Grade MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1A.4a	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	PP1A.4 PP3A.4	Match pitch in an extended range [octave] Improvise simple rhythmic and melodic ostinati accompaniments
MU:Cr1A.4b	Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters	PP2D.4	Echo short rhythmic and melodic patterns on *classroom instruments
2. Organize and develop artistic ideas and work			
Plan and Make			

MU:Cr2.1.4a	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	PP4A.4	Create rhythmic and/or melodic ostinati and *soundscapes
MU:Cr2.1.4b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	EM1D.4	Notate rhythmic patterns and dynamics presented by the teacher: whole note/rest; quarter note/rest; half note/rest; eighth note pairs; dotted half note; p for piano, f for forte; cresc for crescendo; decresc for decrescendo; dim for diminuendo
3. Refine and complete artistic work.			
Evaluate and Refine			
MU:Cr3.1.4a	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.		
Present			
MU:Cr3.2.4a	Present the final version of personal created music to others, and explain connection to expressive intent		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	IC1B.4a HC1C.4a	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events: work songs,

			cowboy songs, square dances, spirituals, ragtime, blues
Analyze			
MU:Pr4.2.4a	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	PP2A.4b HC1B.4a PP1C.4 PP1D.4 PP2C.4 EM1A.4	Read and perform rhythmic patterns: whole note/rest; quarter note/rest; half note/rest; eighth note/rest pairs; dotted half note; sixteenth notes Describe how elements of music are used in teacher-selected examples: work songs, cowboy songs, square dances, spirituals, ragtime, blues Perform a varied repertoire of songs including: patriotic, folk, seasonal, spirituals, multicultural Perform ostinati, *rounds, canons and partner songs Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines consisting of: whole note/rest; quarter note/rest; half note/rest; eighth note pairs; dotted half note; sixteenth notes
MU:Pr4.2.4b	When analyzing selected music, read and perform using iconic and/or standard notation.	PP1B.4a PP1B.4b EM1B.4 EM1C.4	Demonstrate dynamics [p, f *crescendo, *decrescendo/diminuendo] and tempi [fast, slow, *ritardando] Interpret expressive markings [accent, *fermata] Identify standard pitch notation in the treble clef Identify standard symbols: p for piano; f for forte; mp for mezzo piano; mf for mezzo forte; cresc or < for crescendo; decres or > for decrescendo; dim for

			diminuendo; fast; slow; ritardando; accent; fermata, *ties; *slurs
MU:Pr4.2.4c	Explain how context (such as social and cultural) informs a performance	HC1A.4b	Identify music representing diverse cultures including Missouri (including the music of *Scott Joplin) and American heritage
		HC1B.4b	Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage
		AP1B.4b	Identify instruments as representative of various cultures
Interpret			
MU:Pr4.3.4a	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre)	PP1E.4	Demonstrate characteristic *timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor
		PP1B.4	Demonstrate dynamics [p, f, crescendo, decrescendo/diminuendo] and tempi [fast, slow, ritardando]
		PP2B.4	Interpret expressive markings [accent, fermata]
5. Develop and refine artistic techniques and work for presentation.			
Rehearse, Evaluate, and Refine			
MU:Pr5.1.4a	Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances	HC1A.4a	Identify characteristics of teacher-selected genres or styles: *work songs, cowboy songs, square dances, *spirituals, *blues
MU:Pr5.1.4b	Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.		

6. Convey meaning through the presentation of artistic work			
Present			
MU:Pr6.1.4a	Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.	PP2A.4a PP2E.4	Read and perform at least three (3) pitches on a melodic instrument Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor
MU:Pr6.1.4b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	HC1C.4b	Discuss and demonstrate appropriate listening behavior for various types of performances
RESPONDING			
7. Perceive and analyze artistic work			
Select			
MU:Re7.1.4a	Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.		
Analyze			
MU:Re7.2.4a	Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).	AP1A.4	Identify and analyze forms and composition techniques: AB; ABA; canon; ostinati; verse/refrain; repeat sign; partner songs; rondo; first and second endings; *coda; *blues
8. Interpret intent and meaning in artistic work			
Interpret			
MU:Re8.1.4a	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in	AP1B.4a	Distinguish between vocal ensemble groupings and orchestral instruments

	performers' and personal interpretations to reflect expressive intent.		
9. Apply criteria to evaluate artistic work			
Evaluate			
MU:Re9.1.4b	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	AP2A.4	Develop criteria to distinguish between quality performance through listening and self-assessment with regard to the following musical elements: tone quality; expression/phrasing; rhythmic accuracy; pitch accuracy; part acquisition; blend/balance; diction/articulation; posture/stage presence
CONNECTING			
10. Synthesize and relate knowledge and personal experiences to make art			
MU:Cn10.0.4a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	AP2B.4	Use prerequisite music terms to describe their personal response to a musical example (function/style)
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
MU:Cn11.0.4a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1A.4	Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition)
		IC1B.4b	Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)
		HC1D.4a	Identify available music-related careers in a give setting in the community

		HC1D.4b	Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.
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5th GRADE MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1A.5a	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	PP3A.5	Improvise simple rhythmic, melodic and/or harmonic accompaniments
MU:Cr1A.5b	Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.	PP4A.5	Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.5a	a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.		

MU:Cr2.1.5b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.		
3. Refine and complete artistic work.			
Evaluate and Refine			
MU:Cr3.1.5a	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.		
Present			
MU:Cr3.2.5a	Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.5a	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	AP2B.5	Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)
Analyze			
MU:Pr4.2.5a	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	EM1D.5	Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4, and 4/4 meter signature using bar lines, whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, sol-mi-la, eighth

			note/rest
MU:Pr4.2.5b	When analyzing selected music, read and perform using standard notation.	EM1A.5	Read standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation
MU:Pr4.2.5c	Explain how context (such as social, cultural, and historical) informs performances.	IC1B.5	Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music
Interpret			
MU:Pr4.3.5a	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.		
5. Develop and refine artistic techniques and work for presentation.			
With guidance, perform music with expression			
MU:Pr5.1.5a	Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	AP2A.5	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality expression/phrasing rhythmic accuracy pitch accuracy part acquisition blend/balance diction/articulation posture/stage presence
MU:Pr5.1.5b	Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.	PP1B.5	Use dynamics and *phrasing to communicate an interpretation of a given *style
6. Convey meaning through the presentation of artistic work			

Present			
MU:Pr6.1.5a	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.		
MU:Pr6.1.5b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .	HC1C.5	Discuss and demonstrate appropriate listening behavior for various types of performances
RESPONDING			
7. Perceive and analyze artistic work			
Select			
MU:Re7.1.5a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.		
Analyze			
MU:Re7.2.5a	Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical)	AP2B.HS9-12	Use musical terminology to describe their personal response to musical example
8. Interpret intent and meaning in artistic work			
Interpret			
MU:Re8.1.5a	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.		
9. Apply criteria to evaluate artistic work			

Evaluate			
MU:Re9.1.5a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music .		
CONNECTING			
10. Synthesize and relate knowledge and personal experiences to make art			
MU:Cn10.0.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
MU:Cn11.0.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.5	Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music

6th Grade MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			

Imagine			
MU:Cr1A.6a	Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	PP3A.MS6-8	Improvise short rhythmic and melodic patterns
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.6a	Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent	AP1A.MS6-8	Identify and analyze forms and composition techniques AB/*binary ABA/*ternary
MU:Cr2.1.6b	Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.	EM1D.MS6-8	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas
3. Refine and complete artistic work.			
Evaluate and Refine			
MU:Cr3.1.6a	Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.		
MU:Cr3.1.6b	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.		
Present			
MU:Cr3.2.6a	Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning,	PP4A.HS9-12	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

	middle, and ending, and convey expressive intent		
PERFORMING			
4. Select, analyze, and interpret artistic work for presentation.			
Select			
MU:Pr4.1.6a	Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.		
Analyze			
MU:Pr4.2.6a	Explain how understanding the structure and the elements of music are used in music selected for performance	IC1A.HS9-1 2	Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
MU:Pr4.2.6b	When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.	EM1A.MS6-8 EM1B.MS6-8 EM1C.MS6-8	Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: whole note/rest quarter note/rest half note/rest eighth-note pairs dotted half note sixteenth notes dotted quarter followed by eighth dotted quarter note/rest 3 eighth notes beamed together in 6/8 syncopation Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify accidentals sharps flats natural signs Identify standard symbols for dynamics, tempo and articulation p for piano f for forte mp for mezzo piano mf for mezzo forte pp for pianissimo ff for fortissimo cresc or < for crescendo decres or > for decrescendo

			dim for diminuendo accelerando ritardando allegro moderato andante largo a tempo accent fermata ties slurs staccato legato
MU:Pr4.2.6c	Identify how cultural and historical context inform performances		
Interpret			
MU:Pr4.3.6a	Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	PP2B.MS6-8	Read and perform a short song/piece using effective expression and characteristic timbre
5. Develop and refine artistic techniques and work for presentation.			
Rehearse, Evaluate, and Refine			
MU:Pr5.1.6a	Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	PP2E.MS6-8	Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor
6. Convey meaning through the presentation of artistic work			
Present			
MU:Pr6.1.6a	Perform the music with technical accuracy to convey the creator's intent	PP1E.MS6-8 PP2A.MS6-8	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble Read and perform rhythms in simple meter Whole note/rest Quarter note/rest Half note/rest Eighth note/rest Dotted half note Sixteenth notes Dotted quarter followed by eighth Syncopation Read and perform a short song/piece using effective expression and characteristic timbre

MU:Pr6.1.6b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose	AP2A.MS6-8	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: posture/stage presence
RESPONDING			
7. Perceive and analyze artistic work			
Select			
MU:Re7.1.6a	Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.		
Analyze			
MU:Re7.2.6a	Describe how the elements of music and expressive qualities relate to the structure of the pieces.		
MU:Re7.2.6b	Identify the context of music from a variety of genres, cultures, and historical periods.	HC1A.MS6-8 HC1B.MS6-8	Identify genre or style from various historical periods through listening to selected ensemble repertoire Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
8. Interpret intent and meaning in artistic work			
Interpret			
MU:Re8.1.6a	Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent		
9. Apply criteria to evaluate artistic work			

MU:Re9.1.6b **Apply teacher provided criteria to evaluate musical works or performances .**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.6a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.MS6-8

Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

7th GRADE MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			

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.	PP4A.MS6-8	Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines
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2. Organize and develop artistic ideas and work

Plan and Make

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.	AP1A.MS6-8	Identify and analyze forms and composition techniques AB/*binary ABA/*ternary
MU:Cr2.1.7b	Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	EM1D.MS6-8	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.7a	Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style , form , and use of sound sources.
MU:Cr3.1.7b	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

Present

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.	PP4A.HS9-12	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

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.**

Analyze

MU:Pr4.2.7a **Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.**

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

EM1A.MS6-8 General Music Classes: Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: whole note/rest quarter note/rest half note/rest eighth-note pairs dotted half note sixteenth notes dotted quarter followed by eighth dotted quarter note/rest 3 eighth notes beamed together in 6/8 syncopation

EM1B.MS6-8 General Music Classes: Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify accidentals sharps flats natural signs

EM1C.MS6-8 General Music Classes: Identify standard symbols for dynamics, tempo and articulation p for piano f for forte mp for mezzo piano mf for mezzo forte pp for pianissimo ff for fortissimo cresc or < for crescendo decres or > for decrescendo dim for diminuendo

accelerando ritardando allegro moderato andante
largo a tempo accent fermata ties slurs staccato
legato

MU:Pr4.2.7c **Identify how cultural and historical context inform performances and result in different music interpretations**

Interpret

MU:Pr4.3.7a **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.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.7a **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.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.7a **Perform the music with technical accuracy and stylistic expression to convey the creator's intent.**

PP1E.MS6-8 **Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble**

PP2A.MS6-8 **Read and perform rhythms in simple meter Whole note/rest Quarter note/rest Half note/rest Eighth note/rest Dotted half note Sixteenth notes Dotted quarter followed by eighth Syncopation**

			Read and perform a short song/piece using effective expression and characteristic timbre
MU:Pr6.1.7b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context .	AP2A.MS6-8	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: posture/stage presence

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.7a **Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.**

Analyze

MU:Re7.2.7a **Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.**

MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods

HC1A.MS6-8 Identify genre or style from various historical periods through listening to selected ensemble repertoire

HC1B.MS6-8 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.7a **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

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.7b **Select from teacher-provided criteria to evaluate musical works or performances.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.7a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.MS6-8

Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

8th Grade MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1A.8a	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent	PP4A.MS6-8	Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines
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2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.8a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey expressive intent.		
MU:Cr2.1.8b	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.	EM1D.MS6-8	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.8a	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.		
MU:Cr3.1.8b	Describe the rationale for refining works by explaining the choices, based on evaluation criteria		

Present

MU:Cr3.2.8a	Present the final version of their documented		
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personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.8a **Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.**

Analyze

MU:Pr4.2.8a **Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.**

MU:Pr4.2.8b When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation

EM1E.MS6-8 Sight read standard musical notation

MU:Pr4.2.8c **Identify how cultural and historical context inform performances and result in different musical effects.**

Interpret

MU:Pr4.3.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

PP1B.MS6-8 Use dynamics and phrasing to communicate an interpretation of a given style

PP2B.MS6-8 Read and perform a short song/piece using effective expression and characteristic timbre

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.8a **Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

PP1B.MS6-8

Read and perform a short song/piece using effective expression and characteristic timbre

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .

AP2A.MS6-8

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: posture/stage presence

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.8a **Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.**

Analyze

MU:Re7.2.8a **Compare how the elements of music and**

expressive qualities relate to the structure within programs of music.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.8a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.8b Apply appropriate personally developed criteria to evaluate musical works or performances.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.MS6-8 Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

NOVICE - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	PP3A.HS9-12a	Improvise simple rhythmic and/or melodic variations in a consistent style and meter
		PP4A.HS9-12a	Create or arrange a songs or instrumental pieces using a variety of sound sources within specified guidelines
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	PP4A.HS9-12a	Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines
MU:Cr2.1.E.5b	Preserve draft musical works through standard notation, audio, or video recording.	EM1D.HS9-12	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4

measures for instrument or voice

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.5a **Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.**

Present

MU:Cr3.2.E.5a **Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.5a **Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.**

Analyze

MU:Pr4.2.E.5a **Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.**

Interpret

MU:Pr4.3.E.5a **Identify expressive qualities in a varied repertoire of**

music that can be demonstrated through prepared and improvised performances.

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

AP2A.HS9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

PP2C.HS9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles

PP2C.HS9-12b Apply stylistic elements needed to perform the music of various cultures, genres and styles

MU:Pr6.1.E.5b **Demonstrate an awareness of the context of the music through prepared and improvised performances.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.5a Identify reasons for selecting music based on

AP1B.HS9-12 Determine the musical means (source) and size of

characteristics found in the music, connection to interest, and purpose or context.

a group of an aural example

AP1B.HS9-12 b Describe the musical expression (mood) of an aural example

AP1B.HS9-12 c Determine the order and organization of an aural example

AP1B.HS9-12 d Determine the possible origin of an aural example (e.g., location and time)

AP1B.HS9-12 e Characterize the use of music by its intended function (purpose) and its intended audience

Analyze

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

AP1A.HS9-12 b Identify forms used in selected ensemble repertoire

8. Interpret intent and meaning in artistic work

Interpret

MU:Re7.2.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

IC1A.HS9-12d Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-12e Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-12f Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.5a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	AP1B.HS9-12 a	Determine the musical means (source) and size of group of an aural example
		AP1B.HS9-12 b	Describe the musical expression (mood) of an aural example
		AP1B.HS9-12 c	Determine the order and organization of an aural example
		AP1B.HS9-12 d	Determine the possible origin of an aural example (e.g., location and time)
		AP1B.HS9-12 e	Characterize the use of music by its intended function (purpose) and its intended audience

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.1.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.1.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-12	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups
		IC1B.HS9-12a	
		HCC1C.HS9-	Explain ways in which the principles and subject

12

matter of other disciplines are interrelated with those of music

Categorize the function of music being performed in relation to its function in society or history

INTERMEDIATE - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

PP3A.HS9-1 2a Improvise simple rhythmic and/or melodic variations in a consistent style and meter

PP4A.HS9-1 2a Create or arrange a songs or instrumental pieces using a variety of sound sources within specified guidelines

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.E.8a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	PP4A.HS9-1 2a	Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines
MU:Cr2.1.E.8b	Preserve draft compositions and improvisations through standard notation and audio recording.	EM1D.HS9- 12	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.8a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.
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Present

MU:Cr3.2.E.8a	Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU: Pr4.1.H.8a	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
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Analyze

MU:Pr4.2.E.8a	Demonstrate, using music reading skills where
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appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

Interpret

MU:Pr4.3.E.8a **Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU::Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

AP2A.HS9-12

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

PP2C.HS9-12a

Perform a varied repertoire of music representing diverse cultures, genres and styles

PP2C.HS9-12b

Apply stylistic elements needed to perform the music of various cultures, genres and styles

MU:Pr6.1.E.8b **Demonstrate an understanding of the context of the music through prepared and improvised performances.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

AP1B.HS9-12a Determine the musical means (source) and size of group of an aural example

AP1B.HS9-12b Describe the musical expression (mood) of an aural example

AP1B.HS9-12c Determine the order and organization of an aural example

AP1B.HS9-12d Determine the possible origin of an aural example (e.g., location and time)

AP1B.HS9-12e Characterize the use of music by its intended function (purpose) and its intended audience

Analyze

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.

HC1C.MS6-8a Describe the function of music in various settings and cultural events

HC1C.MS6-8b Attend and describe live musical experiences

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

IC1A.HS9-12d Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-12e Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in

the various arts

IC1A.HS9-1
2f Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.8a **Explain the influence of experiences, analysis, and context on interest in and evaluation of music.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.1.E.8a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.1.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.HS9-1
2 List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups

IC1B.HS9-1
2a Explain ways in which the principles and subject matter of other disciplines are interrelated with those of music

HCC1C.HS
9-12 Categorize the function of music being performed in relation to its function in society or history

HIGH SCHOOL PROFICIENT - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.E.1a **Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.**

PP3A.HS9-1 2b **Improvise harmonized parts over given *chord progressions, each in a consistent style, meter, and *tonality**

PP4A.HS9-1 2b **Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.E.1a **Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.**

PP4A.HS9-1 2a **Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines**

MU:Cr2.1.E.1b **Preserve draft compositions and improvisations through standard notation and audio recording.**

EM1D.HS9-12 **Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.1a **Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria , including the extent to which they address identified purposes.**

Present

MU:Cr3.2.E.1a **Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.E.1a **Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.**

Analyze

MU:Pr4.2.E.1a **Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.**

Interpret

MU:Pr4.3.E.1a **Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.E.1a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	AP2A.HS9-12	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence
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6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.E.1a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	PP2C.HS9-12a	Perform a varied repertoire of music representing diverse cultures, genres and styles
		PP2C.HS9-12b	Apply stylistic elements needed to perform the music of various cultures, genres and styles
MU:Pr6.1.E.1b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.1a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	AP1B.HS9-12a	Determine the musical means (source) and size of group of an aural example
		AP1B.HS9-12b	Describe the musical expression (mood) of an aural example

AP1B.HS9-12c	Determine the order and organization of an aural example
AP1B.HS9-12d	Determine the possible origin of an aural example (e.g., location and time)
AP1B.HS9-12e	Characterize the use of music by its intended function (purpose) and its intended audience

Analyze

MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

AP2B.HS9-12a Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment

AP2B.HS9-12b Use musical terminology to describe their personal response to musical example

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

IC1A.HS9-12d Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-12e Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-12f Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.Ia	Evaluate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context.	AP1A.HS9-12b	Identify forms used in selected ensemble repertoire
		AP1B.HS9-12a	Determine the musical means(source) and size of group of an aural example
		AP1B.HS9-12b	Describe the musical expression (mood)of an aural example
		AP1B.HS9-12c	Determine the order and organization of an aural example
		AP1B.HS9-12d	Determine the possible origin of an aural example (e.g.location and time)
		AP1B.HS9-12e	Characterize the use of music by its intended function (purpose) and its intended audience
		AP2B.HS9-12b	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
		AP2B.HS9-12c	Use musical terminology to describe their personal response to musical example

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.E.II **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**
a

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.E.II	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied	IC1B.HS9-12	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce,
a			

contexts, and daily life.

church or community group, and other school groups

IC1B.HS9-1 2a Explain ways in which the principles and subject matter of other disciplines are interrelated with those of music

HCC1C.HS 9-12 Categorize the function of music being performed in relation to its function in society or history

HIGH SCHOOL ACCOMPLISHED - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

PP3A.HS9-1 2b Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

PP4A.HS9-1 2b Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.IIa	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	PP4A.HS9-1 2b	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
MU:Cr2.1.IIb	Preserve draft compositions and improvisations through standard notation, audio, or video recording	EM1D.HS9-1 2	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.IIa	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
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Present

MU:Cr3.2.E.IIa	Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.E.IIa	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the
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music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Analyze

MU:Pr4.2.E.IIa **Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.**

Interpret

MU:Pr4.3.E.IIa **Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

AP2A.HS9-12

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence

AP2B.HS9-

12a

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.E.IIa	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	PP2C.HS9-1 2a	Perform a varied repertoire of music representing diverse cultures, genres and styles
MU:Pr6.1.E.IIb	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	PP2C.HS9-1 2b	Apply stylistic elements needed to perform the music of various cultures, genres and styles

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.IIa	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	AP1B.HS9-12a AP1B.HS9-12b AP1B.HS9-12c AP1B.HS9-12d AP1B.HS9-12e	Determine the musical means (source) and size of group of an aural example Describe the music expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by its intended function (purpose) and its intended audience
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Analyze

MU:Re7.2.E.IIa	Explain how the analysis of structures and contexts inform the response to music.	AP2B.HS9-12a	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
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AP2B.HS9-12b Use musical terminology to describe their personal response to musical example

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

IC1A.HS9-12a Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-12b Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-12c Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

AP1A.HS9-12b Identify forms used in selected ensemble repertoire

AP1B.HS9-12a Determine the musical means(source) and size of group of an aural example

AP1B.HS9-12b Describe the musical expression (mood)of an aural example

AP1B.HS9-12c Determine the order and organization of an aural example

AP1B.HS9-12d Determine the possible origin of an aural example (e.g.location and time)

AP1B.HS9- Characterize the use of music by its intended function

12e	(purpose) and its intended audience
AP2B.HS9-1 2b	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
AP2B.HS9- 12c	Use musical terminology to describe their personal response to musical example

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.E.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.E.IIa	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-1 2	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups
		IC1B.HS9-1 2a	Explain ways in which the principles and subject matter of other disciplines are interrelated with those of music
		HCC1C.HS 9-12	Categorize the function of music being performed in relation to its function in society or history

HIGH SCHOOL ADVANCED - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts

PP3A.HS9-1 2b Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

PP4A.HS9-1 2b Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.

PP4A.HS9-1 2b Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording.

EM1D.HS9-12 Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works

based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Present

MU:Cr3.2.E.IIIa **Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU: Pr4.1.H.IIIa **Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.**

Analyze

MU:Pr4.2.E.IIIa **Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.**

Interpret

MU:Pr4.3.E.IIIa **Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine and Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

MU::Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

AP2A.HS9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence

6. Convey meaning through the presentation of artistic work

Present

MU::Pr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

PP2C.HS9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles

PP2C.HS9-12b Apply stylistic elements needed to perform the music of various cultures, genres and styles

Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

MU:Pr6.1.E.IIIb

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.IIIa Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and

PP2C.HS9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles

context.

PP2C.HS9-12b Apply stylistic elements needed to perform the music of various cultures, genres and styles

Analyze

MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

AP2B.HS9-12a Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment

AP2B.HS9-12b Use musical terminology to describe their personal response to musical example

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

IC1A.HS9-1 2d Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-1 2e Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-1 2f Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

AP1A.HS9-12b Identify forms used in selected ensemble repertoire

AP1B.HS9-12a Determine the musical means(source) and size of group of an aural example

AP1B.HS9-12b	Describe the musical expression (mood)of an aural example
AP1B.HS9-12c	Determine the order and organization of an aural example
AP1B.HS9-12d	Determine the possible origin of an aural example (e.g.location and time)
AP1B.HS9-12e	Characterize the use of music by its intended function (purpose) and its intended audience
AP2B.HS9-12b	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
AP2B.HS9-12c	Use musical terminology to describe their personal response to musical example

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.1.E.IIIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.1.E.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.HS9-12	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups
IC1B.HS9-12a	Explain ways in which the principles and subject matter of other disciplines are interrelated with those of music

HCC1C.HS 9-12 Categorize the function of music being performed in relation to its function in society or history

PROFICIENT - MUSIC TECHNOLOGY

These proposed standards represent a new aspect of the curriculum in which no standards have previously been developed.

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1A.T.1a **Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2A.T.1a **Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3A.T.1a **Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.**

Present

MU:Cr3B.T.1a **Share compositions or improvisations that demonstrate a proficient level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4A.T.1a **Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.**

Analyze

MU:Pr4B.T.1a **Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.**

Interpret

MU:Pr4C.T.1a **Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5A.T.1a **Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6A.T.1a **Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.**

MU:Pr6A.T.1b **Demonstrate an understanding of the context of music through prepared and improvised performances.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7A.T.1a **Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.**

Analyze

MU:Re7B.T.Ib **Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8A.T.Ia **Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9A.T.Ia **Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10A.T.Ia **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11A.T.Ib **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

ACCOMPLISHED - MUSIC TECHNOLOGY

These proposed standards represent a new aspect of the curriculum in which no standards have previously been developed.

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cn11A.T.IIa **Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2A.T.IIa **Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3A.T.IIa **Develop and implement varied strategies to improve and refine the technical and expressive**

aspects of draft compositions and improvisations.

Present

MU:Cr3B.T.IIa **Share compositions and improvisations that demonstrate an accomplished level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4A.T.IIa **Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.**

Analyze

MU:Pr4B.T.IIa **Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.**

Interpret

MU:Pr4C.T.IIa **Demonstrate how understanding the style , genre , context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5A.T.IIa **Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6A.T.IIa **Using digital tools and resources , demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.**

MU:Pr6A.T.IIb **Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7A.T.IIa **Select and critique contrasting musical works , defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.**

Analyze

MU:Re7B.T.IIb **Explain how an analysis of the structure, context , and technological aspects of the music informs the**

response.

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8A.T.IIa **Connect the influence of the treatment of the elements of music, digital and electronic features, context , purpose, and other art forms to the expressive intent of musical works**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9A.T.IIa **Apply criteria to evaluate music based on analysis, interpretation, artistic intent , digital, electronic, and analog features, and musical qualities.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10A.T.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11A.T.IIb **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

HIGH SCHOOL Proficient MUSIC THEORY

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.C.1a **Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.C.1a Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines

PP4A.HS9-12 Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

MU:Cr2.1.C.1b **Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as onepart, cyclical, or binary).**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.C.1a	Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	PP4A.6-8	Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines
Present			
MU:Cr3.2.C.1a	Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.	PP4A.HS9-12	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
MU:Cr3.2.C.1b	Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.		

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.C.1a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).	IC1A.HS9-12	Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
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Analyze

MU:Pr4.2.C.1a	Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.		
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Interpret

MU:Pr4.3.C.1a	Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.		
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5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

- MU:Pr5.1.C.1a **Create rehearsal plans for works, identifying repetition and variation within the form.**
- MU:Pr5.1.C.1b **Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.**
- MU:Pr5.1.C.1c **Identify and implement strategies for improving the technical and expressive aspects of multiple works.**

6. Convey meaning through the presentation of artistic work

Present

- MU:Pr6.1.C.1a **Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.**
- MU:Pr6.1.C.1b **Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.**

RESPONDING

7. Perceive and analyze artistic work

Select

- MU:Re7.1.C.1a **Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.**

Analyze

MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

AP1A.HS9-12 Identify and analyze forms and composition techniques theme and variation DC/Fine DS al coda/Fine AB/binary ABA/ternary song form sonata rondo fugue opera ballet *musical theatre symphonic Jazz *sonata

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.C.1a **Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.C.1a **Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.**

MU:Re9.1.C.1b **Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.C.1a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,**

performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.C.1a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-1 2	Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
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MUSIC THEORY ACCOMPLISHED

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.C.1a	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.
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2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.C.1a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or	PP4A.HS9-12	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
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storylines.

MU:Cr2.1.C.IIb **Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.C.IIa **Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.**

Present

MU:Cr3.2.C.IIa **Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.**

MU:Cr3.2.C.IIb **Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images,

IC1A.HS9-1
2 Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are

concepts, texts, or storylines in simple forms (such as binary , ternary , rondo) or moderately complex forms

used in similar and distinctive ways in the various arts and cite examples

Analyze

MU:Pr4.2.C.IIa **Analyze how the elements of music (including form) of selected works relate to the style, function , and context, and explain the implications for rehearsal and performance.**

Interpret

MU:Pr4.3.C.IIa **Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function , and context, explaining and supporting how the interpretive choices reflect the creators' intent.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.C.IIa **Create rehearsal plans for works, identifying the form , repetition and variation within the form, and the style and historical or cultural context of the work .**

MU:Pr5.1.C.IIb **Using established criteria and feedback, identify the ways in which performances convey the formal design , style, and historical/cultural context of the works.**

MU:Pr5.1.C.IIc **Identify and implement strategies for improving the technical and expressive aspects of varied works.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.C.IIa **Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.**

MU:Pr6.1.C.IIb **Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.C.IIa **Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.**

Analyze

MU:Re7.2.C.IIa **Analyze aurally and/or by reading the scores of musical works the elements of music (including form) , compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.C.IIa **Develop and support interpretations of varied works, demonstrating an understanding of the composer's' intent by citing the use of elements of**

music (including form), compositional techniques, and the style/genre and context of each work.

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.C.IIa **Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.**

MU:Re9.1.C.IIb **Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.C.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.C.IIa **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

IC1B

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

ADVANCED - MUSIC THEORY

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.C.IIIa **Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

PP4A.HS9-12 Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

MU:Cr2.1.C.IIIb **Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.C.IIIa **Research, identify, explain , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving**

drafts leading to final versions.

Present

MU:Cr3.2.C.IIIa **Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.**

MU:Cr3.2.C.IIIb **Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.C.IIIa Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

IC1A.HS9-1
2 Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples

Analyze

MU:Pr4.2.C.IIIa **Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.**

Interpret

MU:Pr4.3.C.IIIa **Develop interpretations of works based on an**

understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators' intent.

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.C.IIIa **Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.**

MU:Pr5.1.C.IIIb **Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.**

MU:Pr5.1.C.IIIc **Identify, compare , and implement strategies for improving the technical and expressive aspects of multiple contrasting works.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.C.IIIa **Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.**

MU:Pr6.1.C.IIIb **Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.C.IIIa **Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.**

Analyze

MU:Re7.2.C.IIIa **Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.C.IIIa **Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.C.IIIa **Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding**

of theoretical concepts and complex compositional techniques and procedures.

MU:Re9.1.C.IIIb Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.C.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.C.IIIa	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-1 2	Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
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Harmonizing Instruments - Novice

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

PP2D.HS9-12 Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument

PP3A.6-8a Improvise short rhythmic and melodic patterns

PP3A-6-8b Improvise simple rhythmic, melodic and/or harmonic accompaniments

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

EM1D.HS9-12 Use standard notation for rhythm, pitch, and expressive elements to record musical ideas

3. Refine and complete artistic work.

Evaluate and Refine

Present

MU:Cr3.2.H.5a **Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.5a **Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.**

Analyze

MU:Pr4.2.H.5a **Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.**

Interpret

MU:Pr4.3.H.5a **Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.5a **Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1H.5a	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	PP1B.HS9-12	Apply techniques required for expressive performance of varied literature
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RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.5a	Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.
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Analyze

MU:Re7.2.H.5a	Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.
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8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.5a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.
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9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Harmonizing Instruments - Intermediate

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Code

Newly Adopted Standards

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB / ABA forms) and two-to three-chord

PP3A.HS9-12

Improvise harmonized parts
Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

accompaniments for given melodies.

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.8a **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.8a **Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.**

Present

MU:Cr3.2.H.8a **Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.8a **Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces,**

and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed) , as well as the context of the performances.

Analyze

MU:Pr4.2.H.8a	Identify prominent melodic, harmonic, and structural characteristics and context (social ,cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	HC1A.HS9-12	Identify music from various styles and historical periods by comparing and contrasting selected elements of music
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Interpret

MU:Pr4.3.H.8a **Demonstrate and describe in interpretations an understanding of the context (social , cultural , or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.8a **Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.8a	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	PP1B.HS9-12	Apply techniques required for expressive performance of varied literature
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RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.8a	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
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Analyze

MU:Re7.2.H.8a	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.
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8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.
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9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.8a **Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.H.8a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.8a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**

Harmonizing Instruments - Proficient

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Code

Newly Adopted Standards

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.1a **Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more- chord**

PP3A.HS9-12

Improvise harmonized parts **Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality**

accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.1a **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.1a **Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).**

Present

MU:Cr3.2.H.1a Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

PP3A.HS9-12 **Improvise harmonized parts**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.1a **Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).**

Analyze

MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

HC1A.HS9-12 Identify music from various styles and historical periods by comparing and contrasting selected elements of music

Interpret

MU:Pr4.3.H.1a **Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.1a **Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

PP1B.HS9-12 Apply techniques required for expressive performance of varied literature

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.1a **Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.**

Analyze

MU:Re7.2.H.1a **Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.1a **Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.1a **Develop and apply teacher provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.H.1a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.1a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

Harmonizing Instruments - Accomplished

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.IIa Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies

PP3A.HS9-12 Improvise simple rhythmic and/or melodic variations in a consistent style and meter

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.IIa **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.IIa **Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and**

harmonizations for given melodies.

Present

MU:Cr3.2.H.IIa	Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas	PP3A.HS9-12	Improvise harmonized parts
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.IIa	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
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Analyze

MU:Pr4.2.H.IIa	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	HC1A.HS9-12	Identify music from various styles and historical periods by comparing and contrasting selected elements of music
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Interpret

MU:Pr4.3.H.IIa	Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces,
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improvisations, and chordal accompaniments in a variety of styles.

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.IIa **Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.IIa Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

PP1B.HS9-12 Apply techniques required for expressive performance of varied literature

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.IIa **Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context**

Analyze

MU:Re7.1.H.IIb **Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.IIa **Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text and varied researched sources.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.IIa **Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn11.0.H.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

Harmonizing Instruments - Advanced

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.IIIa Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

PP3A.HS9-12 Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.IIIa **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.IIIa **Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.**

Present

MU:Cr3.2.H.IIIa Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

PP3A.HS9-12 Improvise harmonized parts

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.IIIa **Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).**

Analyze

MU:Pr4.2.H.IIIa Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that

HC1A.HS9-12 Identify music from various styles and historical periods by comparing and contrasting selected elements of music

includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Interpret

MU:Pr4.3.H.IIIa **Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) .**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.IIIa **Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.IIIa Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate

PP1B.HS9-12 Apply techniques required for expressive performance of varied literature

accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical)

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re6.1.H.IIIa **Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.**

Analyze

MU:Re7.2.H.IIIa **Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.IIIa **Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.IIIa **Develop and justify evaluations of a variety of individual and small group musical selections for**

listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.