

# 2015 Arizona Academic Standards in the Arts

## General Music

### Artistic Process - Responding

#### Anchor Standard #7 - Perceive and analyze artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
<b>MU.RE.7.Ka</b>	<b>MU.RE.7.1a</b>	<b>MU.RE.7.2a</b>	<b>MU.RE.7.3a</b>	<b>MU.RE.7.4a</b>	<b>MU.RE.7.5a</b>	<b>MU.RE.7.6a</b>	<b>MU.RE.7.7a</b>	<b>MU.RE.7.8a</b>
a. With appropriate guidance, list personal musical interests.	a. With appropriate guidance, list personal musical interests.	a. List and explain personal musical interests.	a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	a. Compare and contrast one's listening preferences with those of others.	a. Compare and contrast one's listening preferences with those of others.	a. Compare and contrast one's listening preferences with those of others.
<b>MU.RE.7.Kb</b>	<b>MU.RE.7.1b</b>	<b>MU.RE.7.2b</b>	<b>MU.RE.7.3b</b>	<b>MU.RE.7.4b</b>	<b>MU.RE.7.5b</b>	<b>MU.RE.7.6b</b>	<b>MU.RE.7.7b</b>	<b>MU.RE.7.8b</b>
b. With appropriate guidance, demonstrate musical concepts (e.g. beat or melodic direction).	b. With appropriate guidance, demonstrate musical concepts in various styles of music (e.g. beat and pitch).	b. Demonstrate and identify how specific musical concepts are used in various styles of music (e.g. meter and tonality).	b. Demonstrate and explain how musical concepts and contexts affect responses to music (e.g. personal and social).	b. Demonstrate and explain how musical concepts and contexts affect responses to music.	b. Demonstrate and explain how musical concepts and contexts affect responses to music.	b. Demonstrate and explain how musical concepts and contexts affect responses to music.	b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (e.g. personal and social).	b. Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music.

#### Anchor Standard #8 - Interpret intent and meaning in artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
<b>MU.RE.8.K</b>	<b>MU.RE.8.1</b>	<b>MU.RE.8.2</b>	<b>MU.RE.8.3</b>	<b>MU.RE.8.4</b>	<b>MU.RE.8.5</b>	<b>MU.RE.8.6</b>	<b>MU.RE.8.7</b>	<b>MU.RE.8.8</b>
a. With appropriate guidance, identify expressive attributes that reflect creators'/ performers' expressive intent (e.g. mood and emotion).	a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g. dynamics).	a. Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent (e.g. tempo, dynamics, mood, and emotion).	a. Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent.	a. Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent.	a. Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent.	a. Demonstrate and describe expressive attributes and context and how they support creators'/ performers' expressive intent.	a. Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent.	a. Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent.

#### Anchor Standard #9 - Apply criteria to evaluate artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
<b>MU.RE.9.K</b>	<b>MU.RE.9.1</b>	<b>MU.RE.9.2</b>	<b>MU.RE.9.3</b>	<b>MU.RE.9.4</b>	<b>MU.RE.9.5</b>	<b>MU.RE.9.6</b>	<b>MU.RE.9.7</b>	<b>MU.RE.9.8</b>
a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.	a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.	a. Apply teacher-provided criteria to evaluate musical works and performances.	a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	a. Apply collaboratively-developed criteria to evaluate musical works and performances.	a. Apply personally and/or collaboratively-developed criteria to evaluate musical works and performances.