2015 Arizona Academic Standards in the Arts
General Music

Artistic Process - Creating

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.CR.1.Ka	**MU.CR.1.1a**	**MU.CR.1.2a**	**MU.CR.1.3a**	**MU.CR.1.4a**	**MU.CR.1.5a**	**MU.CR.1.6a**	**MU.CR.1.7a**	**MU.CR.1.8a**
a. With appropriate guidance, explore, experience, and improvise musical concepts (e.g. beat and melodic contour).	a. With appropriate guidance, improvise musical ideas (e.g. beat, meter, and rhythm).	a. Improvise rhythmic and melodic patterns and musical ideas (e.g. beat, meter, and rhythm).	a. Improvise rhythmic and melodic ideas (e.g. beat, meter, and rhythm).	a. Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).	a. Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).	a Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g. AB, ABA, rondo, theme and variations, etc).	a. Improvise rhythmic, melodic, and harmonic phrases within a specified form (e.g. AB, ABA, rondo, theme and variations, etc).	a. Improvise rhythmic, melodic, and harmonic ideas within expanded forms (e.g. introductions, transitions, codas, etc.).
MU.CR.1.Kb	**MU.CR.1.1b**	**MU.CR.1.2b**	**MU.CR.1.3b**	**MU.CR.1.4b**	**MU.CR.1.5b**	**MU.CR.1.6b**	**MU.CR.1.7b**	**MU.CR.1.8b**
b. With appropriate guidance, explore musical features (e.g. movement, vocalizations, or instrumental accompaniments).	b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).	b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).	b. Generate musical ideas (e.g. rhythms and melodies) within specified tonality and/or meter.	b. Generate musical ideas (e.g. rhythms, melodies, and simple accompaniment patterns) within related tonalities (e.g. major and minor) and meters.	b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes.	b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.	b. Generate coherent musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.	b. Generate coherent musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.

Anchor Standard #2 - Organize and develop artistic ideas and work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.CR.2.Ka	**MU.CR.2.1a**	**MU.CR.2.2a**	**MU.CR.2.3a**	**MU.CR.2.4a**	**MU.CR.2.5a**	**MU.CR.2.6a**	**MU.CR.2.7a**	**MU.CR.2.8a**
a. With appropriate guidance, demonstrate and choose favorite musical ideas (e.g. singing and playing instruments).	a. With appropriate guidance, demonstrate and discuss personal reasons for selecting musical ideas (e.g. expressive intent).	a. Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).	a. Demonstrate selected musical ideas for a simple improvisation or composition.	a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions.	a. Demonstrate selected and developed ideas for improvisations, arrangements, or compositions with (e.g. defined beginning, middle, and ending).	a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g. with unity and variety).	a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g. unity, variety, balance, tension, and release).
MU.CR.2.Kb	**MU.CR.2.1b**	**MU.CR.2.2b**	**MU.CR.2.3b**	**MU.CR.2.4b**	**MU.CR.2.5b**	**MU.CR.2.6b**	**MU.CR.2.7b**	**MU.CR.2.8b**
b. With appropriate guidance, organize personal musical ideas using notation (e.g. iconic notation and/or recording technology).	b. With appropriate guidance use notation to document and organize personal or collective musical ideas.	b. Use notation to document personal or collective musical ideas (e.g. sequencing).	b. Use notation to document personal or collective rhythmic and melodic musical ideas (e.g. sequencing).	b. Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g. chords).	b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).	b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).	b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.

Anchor Standard #3 - Refine and complete artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.CR.3.Ka	**MU.CR.3.1a**	**MU.CR.3.2a**	**MU.CR.3.3a**	**MU.CR.3.4a**	**MU.CR.3.5a**	**MU.CR.3.6a**	**MU.CR.3.7a**	**MU.CR.3.8a**
a. With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	a. With appropriate guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	a. Interpret and apply personal, peer, and teacher feedback to revise personal music.	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
MU.CR.3.Kb	**MU.CR.3.1b**	**MU.CR.3.2b**	**MU.CR.3.3b**	**MU.CR.3.4b**	**MU.CR.3.5b**	**MU.CR.3.6b**	**MU.CR.3.7b**	**MU.CR.3.8b**
b. With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.	b. With appropriate guidance, present a final version of personal or collective musical ideas to peers or informal audience.	b.Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.	b. Present the final version of personally or collectively created music to others and explain their creative process.	b. Present the final version of personally or collectively created music to others and explain their creative process.	b. Present the final version of personally or collectively created music to others and explain their creative process.	b. Present the final version of personally or collectively created music to others and explain their creative process.	b. Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.	b. Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.

2015 Arizona Academic Standards in the Arts
General Music

Artistic Process - Performing

Anchor Standard #4 - Select, analyze, and interpret artistic work for performance

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.PR.4.Ka	MU.PR.4.1a	MU.PR.4.3a	MU.PR.4.3a	MU.PR.4.4a	MU.PR.4.5a	MU.PR.4.6a	MU.PR.4.7a	MU.PR.4.8a
a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.	a. With appropriate guidance, demonstrate and state personal interest in varied musical selections (e.g. knowledge, purpose).	a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a. Select music to perform using teacher-provided criteria.	a. Select music to perform using teacher-provided criteria and explain reasons for choices.	a. Select music to perform using personally-developed criteria and explain reasons for choices.
MU.PR.4.Kb	MU.PR.4.1b	MU.PR.4.3b	MU.PR.4.3b	MU.PR.4.4b	MU.PR.4.5b	MU.PR.4.6b	MU.PR.4.7b	MU.PR.4.8b
b. With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.g. high/low, loud/soft, same/different, and fast/slow).	b. With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. beat and melodic contour).	b. Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. meter and tonality).	b. Demonstrate understanding of the form in music selected for performance.	b. Demonstrate understanding of the form in music selected for performance.	b. Demonstrate understanding of the form in music selected for performance.	b. Demonstrate understanding of the form in music selected for performance.	b. Demonstrate understanding of the form in music selected for performance.	b. Compare and contrast the form in music selected for performance.
MU.PR.4.Kc	MU.PR.4.1c	MU.PR.4.3c	MU.PR.4.3c	MU.PR.4.4c	MU.PR.4.5c	MU.PR.4.6c	MU.PR.4.7c	MU.PR.4.8c
c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. iconic notation).	c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. traditional notation).	c. Read and perform rhythmic and melodic patterns using notation.	c. Read and perform rhythmic patterns and melodic phrases using notation.	c. Read and perform using notation (e.g. syncopation).	c. Read and perform using notation (e.g. syncopation).	c. Read and perform using notation (e.g. syncopation).	c. Read and perform using notation (e.g. syncopation).	c. Read and perform using notation (e.g. syncopation).
MU.PR.4.Kd	MU.PR.4.1d	MU.PR.4.3d	MU.PR.4.3d	MU.PR.4.4d	MU.PR.4.5d	MU.PR.4.6d	MU.PR.4.7d	MU.PR.4.8d
d. With appropriate guidance, explore musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).	d. Explore and describe musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	d. Explain how interpretation is connected to expressive intent (e.g. Context)	d. Explain how interpretation is connected to expressive intent in various musics.	d. Explain how interpretation is connected to expressive intent in various musics.

Anchor Standard #5 - Develop and refine artistic work for presentation

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.PR.5.Ka	MU.PR.5.1a	MU.PR.5.3a	MU.PR.5.3a	MU.PR.5.4a	MU.PR.5.5a	MU.PR.5.6a	MU.PR.5.7a	MU.PR.5.8a
a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performances (e.g. technique and stage presence).	a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performance.	a. Apply personal, teacher, and peer feedback to refine performance.	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate performance.	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	a. Apply collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	a. Apply personally and/or collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.
MU.PR.5.Ka	MU.PR.5.1a	MU.PR.5.3a	MU.PR.5.3a	MU.PR.5.4a	MU.PR.5.5a	MU.PR.5.6a	MU.PR.5.7a	MU.PR.5.8a
b. With appropriate guidance, use suggested strategies in rehearsal to improve expression in music.	b. With appropriate guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	b. With an appropriate level of independence use suggested strategies in rehearsal to address interpretive challenges of music.	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.

Anchor Standard #6 - Convey meaning through the presentation of artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.PR.6.Ka	MU.PR.6.1a	MU.PR.6.3a	MU.PR.6.3a	MU.PR.6.4a	MU.PR.6.5a	MU.PR.6.6a	MU.PR.6.7a	MU.PR.6.8a
a. With appropriate guidance, perform music with expression (e.g. tone and tempo).	a. With appropriate guidance, perform music with expression (e.g. dynamics).	a. Perform music with appropriate expression and technique (e.g. posture, tone, and breath support).	a. Perform music with appropriate expression and technique (e.g. mallet placement).	a. Perform music with appropriate expression, technique, and interpretation.	a. Perform music with appropriate expression, technique, and interpretation.	a. Perform music with appropriate expression, technique, and interpretation.	a. Perform music with appropriate expression, technique, and interpretation.	a. Perform music with appropriate expression, technique, and interpretation.
MU.PR.6.Kb	MU.PR.6.1b	MU.PR.6.3b	MU.PR.6.3b	MU.PR.6.4b	MU.PR.6.5b	MU.PR.6.6b	MU.PR.6.7b	MU.PR.6.8b
b. Perform appropriately for the audience and occasion.	b. Perform appropriately for the audience and occasion.	b. Perform appropriately for the audience and occasion.	b. Demonstrate performance and audience decorum appropriate for the occasion.	b. Demonstrate performance and audience decorum appropriate for the occasion.	b. Demonstrate performance and audience decorum appropriate for the occasion.	b. Demonstrate performance and audience decorum appropriate for the occasion.	b. Demonstrate performance and audience decorum appropriate for the occasion.	b. Demonstrate performance and audience decorum appropriate for the occasion.

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
MU.RE.7.Ka	MU.RE.7.1a	MU.RE.7.2a	MU.RE.7.3a	MU.RE.7.4a	MU.RE.7.5a	MU.RE.7.6a	MU.RE.7.7a	MU.RE.7.8a
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.
MU.RE.7.Kb	MU.RE.7.1b	MU.RE.7.2b	MU.RE.7.3b	MU.RE.7.4b	MU.RE.7.5b	MU.RE.7.6b	MU.RE.7.7b	MU.RE.7.8b
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
MU.RE.8.K	MU.RE.8.1	MU.RE.8.2	MU.RE.8.3	MU.RE.8.4	MU.RE.8.5	MU.RE.8.6	MU.RE.8.7	MU.RE.8.8
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
MU.RE.9.K	MU.RE.9.1	MU.RE.9.2	MU.RE.9.3	MU.RE.9.4	MU.RE.9.5	MU.RE.9.6	MU.RE.9.7	MU.RE.9.8
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.

2015 Arizona Academic Standards in the Arts
General Music

Artistic Process - Connecting

Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.CN.10.Ka	**MU.CN.10.1a**	**MU.CN.10.2a**	**MU.CN.10.3a**	**MU.CN.10.4a**	**MU.CN.10.5a**	**MU.CN.10.6a**	**MU.CN.10.7a**	**MU.CN.10.8a**
a. With appropriate guidance, express personal preferences in music.	a. With appropriate guidance, express personal preferences in music.	a. Express personal preferences in music.	a. Identify pieces of music that are important to one's family	a. Identify pieces of music that are important to one's family or cultural heritage.	a. Explain why particular pieces of music are important to one's family or cultural heritage.	a. Explain why particular pieces of music are important to one's family or cultural heritage.	a. Identify examples of how music helps to create a sense of identity, community, and solidarity.	a. Explain how music helps to create a sense of identity, community, and solidarity.
MU.CN.10.Kb	**MU.CN.10.1b**	**MU.CN.10.2b**	**MU.CN.10.3b**	**MU.CN.10.4b**	**MU.CN.10.5b**	**MU.CN.10.6b**	**MU.CN.10.7b**	**MU.CN.10.8b**
b. With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	b. With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	b. Describe the roles and impact various musics plays in one's life and the lives of others.	b. Describe the roles and impact various musics plays in one's life and the lives of others.	b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.	b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.	b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
MU.CN.11.Ka	**MU.CN.11.1a**	**MU.CN.11.2a**	**MU.CN.11.3a**	**MU.CN.11.4a**	**MU.CN.11.5a**	**MU.CN.11.6a**	**MU.CN.11.7a**	**MU.CN.11.8a**
a. With appropriate guidance, explore relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. With appropriate guidance, explore relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. Explore relationships between musics and other content areas (e.g. such as dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	a. Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
MU.CN.11.Kb	**MU.CN.11.1b**	**MU.CN.11.2b**	**MU.CN.11.3b**	**MU.CN.11.4b**	**MU.CN.11.5b**	**MU.CN.11.6b**	**MU.CN.11.7b**	**MU.CN.11.8b**
b. With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.	b. With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.	b. Explore how context (e.g. social, cultural, and historical) can inform a performance.	b. Describe how context (e.g. social, cultural, and historical) can inform a performance.	b. Describe how context (e.g. social, cultural, and historical) can inform a performance.	b. Describe how context (e.g. social, cultural, and historical) can inform a performance.	b. Identify and describe how context (e.g. social, cultural, and historical) can inform a performance.	b. Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.	Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.