

IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
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Music General

<u>MU.Cr1.1 – General Music/Creating</u>	
<u>Process Component</u>	<u>GMS-Imagine: Generate musical ideas for various purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</u>
<u>Essential Question</u>	<u>How do musicians generate creative ideas?</u>

Grade K – MU.Cr1.1.K

- a. With guidance, explore and experience music concepts, such as beat and melodic contour.
- b. With guidance, generate musical ideas, such as movements or motives.

Grade 1 – MU.Cr1.1.1

- a. With limited guidance, create musical ideas, such as answering a musical question for a specific purpose.
- b. With limited guidance, generate musical ideas in multiple tonalities, such as major and minor and meters, duple and triple.

Grade 2 – MU.Cr1.1.2

- a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
- b. Generate musical patterns and ideas within the context of a given tonality, such as major and minor and meter, such as duple and triple.

Grade 3 – MU.Cr1.1.3

- a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context, such as personal and social.
- b. Generate musical ideas, such as rhythms and melodies within a given tonality and/or meter.

Grade 4 – MU.Cr1.1.4

- a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context, such as social and cultural.
- b. Generate musical ideas, such as rhythms, melodies, and simple accompaniment patterns within related tonalities, such as major, minor and meters.

Grade 5 – MU.Cr1.1.5

- a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context, such as social, cultural, and historical.
- b. Generate musical ideas, such as rhythms, melodies, and accompaniment patterns within specific related tonalities, meters, and simple chord changes.

Grade 6 – MU.Cr1.1.6

- a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Novice – MU.Cr1.1.7

- a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

Proficient – MU.Cr1.1.8

- a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms which would include introductions, transitions, and codas, that convey expressive intent.

<u>MU.Cr2.1 – General Music/Creating</u>	
<u>Process Component</u>	<u>GMS-Plan and Make: Select and develop musical ideas for defined purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</u>
<u>Essential Question</u>	<u>How do musicians make creative decisions?</u>

Grade K – MU.Cr2.1.K

- a. With guidance, demonstrate and choose favorite musical ideas.
- b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.

Grade 1 – MU.Cr2.1.1

- a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
- b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Grade 2 – MU.Cr2.1.2

- a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

Grade 3 – MU.Cr2.1.3

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
- b. Use standard and/or iconic notation and/or recording technology to document personal

rhythmic and melodic musical ideas.

Grade 4 – MU.Cr2.1.4

- a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Grade 5 – MU.Cr2.1.5

- a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

Grade 6 – MU.Cr2.1.6

- a. 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.
- b. 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.

Novice – MU.Cr2.1.7

- a. 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.
- b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

Proficient – MU.Cr2.1.8

- a. Select, organize, develop, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- b. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

<u>MU.Cr3.1 – General Music/Creating</u>	
<u>Process Component</u>	<u>GMS-Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their creative work?</u>

Grade K – MU.Cr3.1.K

- a. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

Grade 1 – MU.Cr3.1.1

- a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Grade 2 – MU.Cr3.1.2

- a. Interpret and apply personal, peer, and teacher feedback to revise personal music.

Grade 3 – MU.Cr3.1.3

- a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provide and collaboratively-developed criteria and feedback.

Grade 4 – MU.Cr3.1.4

- a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.

Grade 5 – MU.Cr3.1.5

- a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Grade 6 – MU.Cr3.1.6

- a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.
- b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

Novice – MU.Cr3.1.7

- a. Evaluate one’s own work, applying selected criteria such as appropriate application of elements of music, including style, form, and use of sound sources.
- b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others, which would include the teacher and peers.

Proficient – MU.Cr3.1.8

- a. Evaluate one’s own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU.Cr3.2 – General Music/Creating

Process Component

GMS-Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians' presentation of creative work is the culmination of a process of creation and communication.</u>
<u>Essential Question</u>	<u>When is creative work ready to share?</u>

Grade K – MU.Cr3.2.K

- a. With guidance, demonstrate a final version of personal musical ideas to peers.

Grade 1 – MU.Cr3.2.1

- a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Grade 2 – MU.Cr3.2.2

- a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Grade 3 – MU.Cr3.2.3

- a. Present the final version of personal created music to others, and describe connection to expressive intent.

Grade 4 – MU.Cr3.2.4

- a. Present the final version of personal created music to others, and explain connection to expressive intent.

Grade 5 – MU.Cr3.2.5

- a. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Grade 6 – MU.Cr3.2.6

- a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

Novice – MU.Cr3.2.7

- a. Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

Proficient – MU.Cr3.2.8

- a. Present the final version of their documented 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.

<u>MU.Pr4.1 – General Music/Performing</u>	
<u>Process Component</u>	<u>GMS-Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</u>
<u>Essential Question</u>	<u>How do performers select repertoire?</u>

Grade K – MU.Pr4.1.K

- a. With guidance, demonstrate and state personal interest in varied musical selections.

Grade 1 – MU.Pr4.1.1

- a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Grade 2 – MU.Pr4.1.2

- a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Grade 3 – MU.Pr4.1.3

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Grade 4 – MU.Pr4.1.4

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

Grade 5 – MU.Pr4.1.5

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.

Grade 6 – MU.Pr4.1.6

- a. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

Novice – MU.Pr4.1.7

- a. 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.

Proficient – MU.Pr4.1.8

- a. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

<u>MU.Pr4.2 – General Music/Performing</u>	
<u>Process Component</u>	<u>GMS-Analyze: Analyze the structure and context of varied musical works and their implications for performance.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of musical works inform performance?</u>

Grade K – MU.Pr4.2.K

- a. With guidance, explore and demonstrate awareness of music contrasts, (e.g., high/low, loud/soft, same/different) in a variety of music selected for performance.

Grade 1 – MU.Pr4.2.1

- a. With limited guidance, demonstrate knowledge of music concepts, such as beat and melodic contour in music from a variety of cultures selected for performance.
- b. Read and perform rhythmic patterns using iconic or standard notation when analyzing selected music.

Grade 2 – MU.Pr4.2.2

- a. Demonstrate knowledge of music concepts, such as tonality and meter in music from a variety of cultures selected for performance.
- b. Read and perform rhythmic and melodic patterns using iconic or standard notation when analyzing selected music.

Grade 3 – MU.Pr4.2.3

- a. Demonstrate understanding of the structure in music selected for performance.
- b. Read and perform rhythmic patterns and melodic phrases using iconic and standard notation when analyzing selected music.
- c. Describe how context, such as personal and social, can inform a performance.

Grade 4 – MU.Pr4.2.4

- a. Demonstrate understanding of the structure and the elements of music, (e.g., rhythm, pitch, and form) in music selected for performance.
- b. Read and perform using iconic and/or standard notation when analyzing selected music.
- c. Explain how social and cultural context informs a performance.

Grade 5 – MU.Pr4.2.5

- a. Demonstrate understanding of the structure and the elements of music, (e.g., rhythm, pitch, form, and harmony) in music selected for performance.
- b. Read and perform using standard notation when analyzing selected music.
- c. Explain how context, such as social, cultural, and historical informs performances.

Grade 6 – MU.Pr4.2.6

- a. Explain how understanding the structure and the elements of music are used in music

- selected for performance.
- b. Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics when analyzing selected music.
- c. Identify how cultural and historical context inform performances.

Novice – MU.Pr4.2.7

- a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- b. Read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form when analyzing selected music.
- c. Identify how cultural and historical context inform performances and result in different music interpretations.

Proficient – MU.Pr4.2.8

- a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- b. Sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation when analyzing selected music.
- c. Identify how cultural and historical context inform performances and result in different musical effects.

<u>MU.Pr4.3 – General Music/Performing</u>	
<u>Process Component</u>	<u>GMS-Interpret: Develop personal interpretations that consider creators’ intent.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers make interpretive decisions based on their understanding of context and expressive intent.</u>
<u>Essential Question</u>	<u>How do performers interpret musical works?</u>

Grade K – MU.Pr4.3.K

- a. With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamics, and tempo) that support the creator’s expressive intent.

Grade 1 – MU.Pr4.3.1

- a. Demonstrate and describe music’s expressive qualities (e.g., dynamics and tempo).

Grade 2 – MU.Pr4.3.2

- a. Demonstrate understanding of expressive qualities (e.g., dynamics and tempo) and how creators use them to convey expressive intent.

Grade 3 – MU.Pr4.3.3

- a. Demonstrate and describe how intent is conveyed through expressive qualities (e.g., dynamics and tempo).

Grade 4 – MU.Pr4.3.4

- a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., dynamics, tempo, and timbre).

Grade 5 – MU.Pr4.3.5

- a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., dynamics, tempo, timbre, and articulation/style).

Grade 6 – MU.Pr4.3.6

- a. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Novice – MU.Pr4.3.7

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

Proficient – MU.Pr4.3.8

- a. 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 (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).

<u>MU.Pr5.1 – General Music/Performing</u>	
<u>Process Component</u>	<u>GMS-Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their performance?</u>

Grade K – MU.Pr5.1.K

- a. With guidance, apply personal, teacher, and peer feedback to refine performances.
- b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

Grade 1 – MU.Pr5.1.1

- a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.
- b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Grade 2 – MU.Pr5.1.2

- a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
- b. Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.

Grade 3 – MU.Pr5.1.3

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.
- b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Grade 4 – MU.Pr5.1.4

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
- b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Grade 5 – MU.Pr5.1.5

- a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

Grade 6 – MU.Pr5.1.6

- a. 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.

Novice – MU.Pr5.1.7

- a. Identify and apply collaboratively-developed criteria, (e.g., 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.

Proficient – MU.Pr5.1.8

- a. Identify and apply personally-developed criteria, (e.g., 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.

<u>MU.Pr6.1 – General Music/Performing</u>	
<u>Process Component</u>	<u>GMS-Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>

<u>Enduring Understanding</u>	<u>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</u>
<u>Essential Question</u>	<u>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</u>

Grade K – MU.Pr6.1.K

- a. With guidance, perform music with expression.
- b. Perform appropriately for the audience.

Grade 1 – MU.Pr6.1.1

- a. With limited guidance, perform music for a specific purpose with expression.
- b. Perform appropriately for the audience and purpose.

Grade 2 – MU.Pr6.1.2

- a. Perform music for a specific purpose with expression and technical accuracy.
- b. Perform appropriately for the audience and purpose.

Grade 3 – MU.Pr6.1.3

- a. Perform music with expression and technical accuracy.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Grade 4 – MU.Pr6.1.4

- a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Grade 5 – MU.Pr6.1.5

- a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Grade 6 – MU.Pr6.1.6

- a. Perform the music with technical accuracy to convey the creator's intent.
- b. Demonstrate performance decorum, (e.g., stage presence, attire, behavior and audience etiquette), appropriate for venue and purpose.

Novice – MU.Pr6.1.7

- a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- b. Demonstrate performance decorum, (e.g., stage presence, attire, behavior and audience etiquette), appropriate for venue, purpose, and context.

Proficient – MU.Pr6.1.8

- a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.
- b. Demonstrate performance decorum, (e.g., stage presence, attire, behavior and audience etiquette) appropriate for venue, purpose, context, and style.

<u>MU.Re7.1 – General Music/Responding</u>	
<u>Process Component</u>	<u>GMS-Select: Choose music appropriate for a specific purpose or context.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</u>
<u>Essential Question</u>	<u>How do individuals choose music to experience?</u>

Grade K – MU.Re7.1.K

- a. With guidance, list personal interests and experiences, and demonstrate why they prefer some music selections over others.

Grade 1 – MU.Re7.1.1

- a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Grade 2 – MU.Re7.1.2

- a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Grade 3 – MU.Re7.1.3

- a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

Grade 4 – MU.Re7.1.4

- a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Grade 5 – MU.Re7.1.5

- a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Grade 6 – MU.Re7.1.6

- a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

Novice – MU.Re7.1.7

- a. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

Proficient – MU.Re7.1.8

- a. 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.

<u>MU.Re7.2 – General Music/Responding</u>	
<u>Process Component</u>	<u>GMS-Analyze: Analyze how the structure and context of varied musical works inform the response.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Response to music is informed by analyzing context, (e.g., social, cultural, and historical) and how creators and performers manipulate the elements of music.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of music inform a response?</u>

Grade K – MU.Re7.2.K

- a. With guidance, demonstrate how a specific music concept, such as beat or melodic direction, is used in music.

Grade 1 – MU.Re7.2.1

- a. 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.

Grade 2 – MU.Re7.2.2

- a. Describe how specific music concepts are used to support a specific purpose in music.

Grade 3 – MU.Re7.2.3

- a. 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.

Grade 4 – MU.Re7.2.4

- a. 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.

Grade 5 – MU.Re7.2.5

- a. 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.

Grade 6 – MU.Re7.2.6

- a. Describe how the elements of music and expressive qualities relate to the structure of the pieces
- b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice – MU.Re7.2.7

- a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient – MU.Re7.2.8

- a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.
- b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

<u>MU.Re8.1 – General Music/Responding</u>	
<u>Process Component</u>	<u>GMS-Interpret: Support interpretations of musical works that reflect creators’/performers’ expressive intent.</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.</u>
<u>Essential Question</u>	<u>How do we discern the musical creators’ and performers’ expressive intent?</u>

Grade K – MU.Re8.1.K

- a. With guidance, demonstrate awareness of expressive qualities, such as dynamics and tempo that reflect creators’ /performers’ expressive intent.

Grade 1 – MU.Re8.1.1

- a. With limited guidance, demonstrate and identify expressive qualities, such as dynamics and tempo that reflect creators’ /performers’ expressive intent.

Grade 2 – MU.Re8.1.2

- a. Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent.

Grade 3 – MU.Re8.1.3

- a. Demonstrate and describe how the expressive qualities, such as dynamics and tempo, are used in performers’ interpretations to reflect expressive intent.

Grade 4 – MU.Re8.1.4

- a. Demonstrate and explain how the expressive qualities, such as dynamics, tempo, and timbre, are used in performers’ and personal interpretations to reflect expressive intent.

Grade 5 – MU.Re8.1.5

- a. 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.

Grade 6 – MU.Re8.1.6

- a. 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.

Novice – MU.Re8.1.7

- a. 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.

Proficient – MU.Re8.1.8

- a. 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.

<u>MU.Re9.1 – General Music/Responding</u>	
<u>Process Component</u>	<u>GMS-Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</u>
<u>Essential Question</u>	<u>How do we judge the quality of musical work(s) and performance(s)?</u>

Grade K – MU.Re9.1.K

- a. With guidance, apply personal and expressive preferences in the evaluation of music.

Grade 1 – MU.Re9.1.1

- a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

Grade 2 – MU.Re9.1.2

- a. Apply personal and expressive preferences in the evaluation of music for specific purposes.

Grade 3 – MU.Re9.1.3

- a. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Grade 4 – MU.Re9.1.4

- a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Grade 5 – MU.Re9.1.5

- a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Grade 6 – MU.Re9.1.6

- a. Apply teacher-provided criteria to evaluate musical works or performances.

Novice – MU.Re9.1.7

- a. Select from teacher-provided criteria to evaluate musical works or performances.

Proficient – MU.Re9.1.8

- a. Apply appropriate personally-developed criteria to evaluate musical works or performances.

<u>MU.Cn10.0 – General Music/Connecting</u>	
<u>Process Component</u>	<u>GMS-Connect #10: Synthesize and relate knowledge and personal experiences to make music.</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do musicians make meaningful connections to creating, performing, and responding?</u>

Grade K – MU.Cn10.0.K

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 1 – MU.Cn10.0.1

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 2 – MU.Cn10.0.2

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 3 – MU.Cn10.0.3

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 4 – MU.Cn10.0.4

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 5 – MU.Cn10.0.5

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent

when creating, performing, and responding to music.

Grade 6 – MU.Cn10.0.6

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Novice – MU.Cn10.0.7

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Proficient – MU.Cn10.0.8

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU.Cn11.0 – General Music/Connecting	
<u>Process Component</u>	<u>GMS-Connect #11: Relate musical ideas and works with varied context to deepen understanding.</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</u>

Grade K – MU.Cn11.0.K

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 1 – MU.Cn11.0.1

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 2 – MU.Cn11.0.2

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 3 – MU.Cn11.0.3

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 4 – MU.Cn11.0.4

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 5 – MU.Cn11.0.5

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 6 – MU.Cn11.0.6

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Novice – MU.Cn11.0.7

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Proficient – MU.Cn11.0.8

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

<u>MU.Re7.2.C – General Music Theory Composition/Responding</u>	
<u>Process Component</u>	<u>GMS-Analyze: Analyze how the structure and context of varied musical works inform the response.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of music inform a response?</u>

Grade K – MU.Re7.2.C.K

- a. With guidance, demonstrate how a specific music concept, such as beat or melodic direction, is used in music.

Grade 1 – MU.Re7.2.C.1

- a. 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.

Grade 2 – MU.Re7.2.C.2

- a. Describe how specific music concepts are used to support a specific purpose in music.

Grade 3 – MU.Re7.2.C.3

- a. 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.

Grade 4 – MU.Re7.2.C.4

- a. 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.

Grade 5 – MU.Re7.2.C.5

- a. 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.

Grade 6 – MU.Re7.2.C.6

- a. Describe how the elements of music and expressive qualities relate to the structure of the pieces
- b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice – MU.Re7.2.C.7

- a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient – MU.Re7.2.C.8

- a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.
- b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

<u>MU.Pr4.2.H – General Music Harmonizing Instruments/Performing (e.g. Keyboard, Guitar)</u>	
<u>Process Component</u>	<u>GMS-Analyze: Analyze the structure and context of varied musical works and their implications for performance.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of musical works inform performance?</u>

Grade K – MU.Pr4.2.H.K

- a. With guidance, explore and demonstrate awareness of music contrasts, (e.g. high/low, loud/soft, same/different), in a variety of music selected for performance.

Grade 1 – MU.Pr4.2.H.1

- a. With limited guidance, demonstrate knowledge of music concepts, such as beat and melodic contour in music from a variety of cultures selected for performance.
- b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Grade 2 – MU.Pr4.2.H.2

- a. Demonstrate knowledge of music concepts, such as tonality and meter in music from a variety of cultures selected for performance.
- b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Grade 3 – MU.Pr4.2.H.3

- a. Demonstrate understanding of the structure in music selected for performance.
- b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
- c. Describe how context, such as personal and social, can inform a performance.

Grade 4 – MU.Pr4.2.H.4

- a. Demonstrate understanding of the structure and the elements of music, such as rhythm, pitch, and form, in music selected for performance.
- b. When analyzing selected music, read and perform using iconic and/or standard notation.
- c. Explain how context, such as social and cultural, informs a performance.

Grade 5 – MU.Pr4.2.H.5

- a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- b. When analyzing selected music, read and perform using standard notation.
- c. Explain how context (e.g. social, cultural, and historical) informs performances.

Grade 6 – MU.Pr4.2.H.6

- a. Explain how understanding the structure and the elements of music are used in music selected for performance.
- b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- c. Identify how cultural and historical context inform performances.

Grade 7 – MU.Pr4.2.H.7

- a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- c. Identify how cultural and historical context inform performances and result in different music interpretations.

Grade 8 – MU.Pr4.2.H.8

- a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
- c. Identify how cultural and historical context inform performances and result in different musical effects.

<u>MU.Re7.2.C – General Music Theory Composition/Responding</u>	
<u>Process Component</u>	<u>GMS-Analyze: Analyze how the structure and context of varied musical works inform the response.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of music inform a response?</u>

Grade K – MU.Re7.2.C.K

- a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Grade 1 – MU.Re7.2.C.1

- a. 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.

Grade 2 – MU.Re7.2.C.2

- a. Describe how specific music concepts are used to support a specific purpose in music.

Grade 3 – MU.Re7.2.C.3

- a. 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.

Grade 4 – MU.Re7.2.C.4

- a. 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.

Grade 5 – MU.Re7.2.C.5

- a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context, (e.g. social, cultural, and historical).

Grade 6 – MU.Re7.2.C.6

- a. Describe how the elements of music and expressive qualities relate to the structure of the pieces
- b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice – MU.Re7.2.C.7

- a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient – MU.Re7.2.C.8

- a. Compare how the elements of music and expressive qualities relate to the structure within

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

Music Harmonizing Instruments

<u>MU.Cr1.1 – Harmonizing Instruments/Creating</u>	
<u>Process Component</u>	<u>MHI-Imagine: Generate musical ideas for various purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</u>
<u>Essential Question</u>	<u>How do musicians generate creative ideas?</u>

Novice – MU.Cr1.1.Novice

- a. Generate melodic, rhythmic, and harmonic ideas for simple melodies, such as two-phrase, and chordal accompaniments for given melodies.

Intermediate – MU.Cr1.1.Intermediate

- a. Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Proficient – MU.Cr1.1.I

- a. Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions, (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country, gallop strumming, finger picking).

Advanced – MU.Cr1.1.III

- a. 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.

<u>MU.Cr2.1.H – Harmonizing Instruments/Creating</u>	
<u>Process Component</u>	<u>MHI-Plan and Make: Select and develop musical ideas for defined purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</u>
<u>Essential Question</u>	<u>How do musicians make creative decisions?</u>

Novice – MU.Cr2.1.H.Novice

- a. 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.

Intermediate – MU.Cr2.1.H.Intermediate

- a. 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.

Proficient – MU.Cr2.1.H.I

- a. 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 (e.g., arpeggio, country and gallop strumming, finger picking).

Advanced – MU.Cr2.1.H.III

- a. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions representing a variety of forms and styles, improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

<u>MU.Cr3.1.H – Harmonizing Instruments/Creating</u>	
<u>Process Component</u>	<u>MHI-Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their creative work?</u>

Novice – MU.Cr3.1.H.Novice

- a. Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Intermediate – MU.Cr3.1.H.Intermediate

- a. Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Proficient – MU.Cr3.1.H.I

- a. Identify, describe, and apply teacher-provided criteria to assess and refine

the technical and expressive aspects of evolving drafts leading to final versions.

Advanced – MU.Cr3.1.H.III

- a. Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

<u>MU.Cr3.2.H – Harmonizing Instruments/Creating</u>	
<u>Process Component</u>	<u>MHI-Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians’ presentation of creative work is the culmination of a process of creation and communication.</u>
<u>Essential Question</u>	<u>When is creative work ready to share?</u>

Novice – MU.Cr3.2.H.Novice

- a. 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.

Intermediate – MU.Cr3.2.H.Intermediate

- a. 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).

Proficient – MU.Cr3.2.H.I

- a. 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 (e.g., arpeggio, country and gallop strumming, finger picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Advanced – MU.Cr3.2.H.III

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

<u>MU.Pr4.1.H – Harmonizing Instruments/Performing</u>	
<u>Process Component</u>	<u>MHI-Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers’ interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</u>
<u>Essential Question</u>	<u>How do performers select repertoire?</u>

Novice – MU.Pr4.1.H.Novice

- a. 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.

Intermediate – MU.Pr4.1.H.Intermediate

- a. 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.

Proficient – MU.Pr4.1.H.I

- a. 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).

Advanced – MU.Pr4.1.H.III

- a. Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

<u>MU.Pr4.2.H – Harmonizing Instruments/Performing</u>	
<u>Process Component</u>	<u>GMS-Analyze: Analyze the structure and context of varied musical works and their implications for performance.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of musical works inform performance?</u>

Novice – MU.Pr4.2.H.7

- a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- c. Identify how cultural and historical context inform performances and result in different music interpretations.

Proficient – MU.Pr4.2.H.8

- a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
- c. Identify how cultural and historical context inform performances and result in different musical effects.

<u>MU.Pr4.3.H – Harmonizing Instruments/Performing</u>	
<u>Process Component</u>	<u>MHI-Interpret: Develop personal interpretations that consider creators’ intent.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers make interpretive decisions based on their understanding of context and expressive intent.</u>
<u>Essential Question</u>	<u>How do performers interpret musical works?</u>

Novice – MU.Pr4.3.H.Novice

- a. 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.

Intermediate – MU.Pr4.3.H.Intermediate

- a. 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.

Proficient – MU.Pr4.3.H.I

- a. 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).

Advanced – MU.Pr4.3.H.III

- a. Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

<u>MU.Pr5.1.H – Harmonizing Instruments/Performing</u>	
<u>Process Component</u>	<u>MHI-Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their performance?</u>

Novice – MU.Pr5.1.H.Novice

- a. 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.

Intermediate – MU.Pr5.1.H.Intermediate

- a. 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.

Proficient – MU.Pr5.1.H.I

- a. 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.

Advanced – MU.Pr5.1.H.III

- a. Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (e.g., 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.

<u>MU.Pr6.1.H – Harmonizing Instruments/Performing</u>	
<u>Process Component</u>	<u>MHI-Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</u>
<u>Essential Question</u>	<u>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</u>

Novice – MU.Pr6.1.H.Novice

- a. 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.

Intermediate – MU.Pr6.1.H.Intermediate

- a. 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).

Proficient – MU.Pr6.1.H.I

- a. 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 (e.g., arpeggio, country and gallop strumming, finger picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Advanced – MU.Pr6.1.H.III

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

<u>MU.Re7.1.H – Harmonizing Instruments/Responding</u>	
<u>Process Component</u>	<u>MHI-Select: Choose music appropriate for a specific purpose or context.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>

<u>Enduring Understanding</u>	<u>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</u>
<u>Essential Question</u>	<u>How do individuals choose music to experience?</u>

Novice – MU.Re7.1.H.Novice

- a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.

Intermediate – MU.Re7.1.H.Intermediate

- a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

Proficient – MU.Re7.1.H.I

- a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Advanced – MU.Re7.1.H.III

- a. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.

<u>MU.Re7.2.H – Harmonizing Instruments/Responding</u>	
<u>Process Component</u>	<u>MHI-Analyze: Analyze how the structure and context of varied musical works inform the response.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of music inform a response?</u>

Novice – MU.Re7.2.H.Novice

- a. 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.

Intermediate – MU.Re7.2.H.Intermediate

- a. Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

Proficient – MU.Re7.2.H.I

- a. Compare passages in musical selections and explain how the elements of music and

context (social, cultural, or historical) inform the response.

Advanced – MU.Re7.2.H.III

- a. 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.

<u>MU.Re8.1.H – Harmonizing Instruments/Responding</u>	
<u>Process Component</u>	<u>MHI-Interpret: Support interpretations of musical works that reflect creators’/performers’ expressive intent.</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.</u>
<u>Essential Question</u>	<u>How do we discern the musical creators’ and performers’ expressive intent?</u>

Novice – MU.Re8.1.H.Novice

- a. 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.

Intermediate – MU.Re8.1.H.Intermediate

- a. 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.

Proficient – MU.Re8.1.H.I

- a. 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.

Advanced – MU.Re8.1.H.III

- a. 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.

<u>MU.Re9.1.H – Harmonizing Instruments/Responding</u>	
<u>Process Component</u>	<u>MHI-Evaluate: Support their personal evaluations of musical work(s)</u>

	<u>and performance(s) based on analysis, interpretation, and established criteria.</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</u>
<u>Essential Question</u>	<u>How do we judge the quality of musical work(s) and performance(s)?</u>

Novice – MU.Re9.1.H.Novice

- a. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Intermediate – MU.Re9.1.H.Intermediate

- a. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

Proficient – MU.Re9.1.H.I

- a. 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.

Advanced – MU.Re9.1.H.III

- a. 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.

<u>MU.Cn10.0.H – Harmonizing Instruments/Connecting</u>	
<u>Process Component</u>	<u>MHI-Connect #10: Synthesize and relate knowledge and personal experiences to make music.</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do musicians make meaningful connections to creating, performing, and responding?</u>

Novice – MU.Cn10.0.H.Novice

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Intermediate – MU.Cn10.0.H.Intermediate

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent

when creating, performing, and responding to music.

Proficient – MU.Cn10.0.H.I

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Advanced – MU.Cn10.0.H.III

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

<u>MU.Cn11.0.H – Harmonizing Instruments/Connecting</u>	
<u>Process Component</u>	<u>MHI-Connect #11: Relate musical ideas and works to varied contexts and daily life to deepen understanding.</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</u>

Novice – MU.Cn11.0.H.Novice

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Intermediate – MU.Cn11.0.H.Intermediate

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Proficient – MU.Cn11.0.H.I

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Advanced – MU.Cn11.0.H.III

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Music Theory and Composition

<u>MU.Cr1.1.C – Theory Composition/Creating</u>	
<u>Process Component</u>	<u>MTC - Imagine: Generate musical ideas for various purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</u>
<u>Essential Question</u>	<u>How do musicians generate creative ideas?</u>

HS Proficient – MU.Cr1.1.C.HSI

- a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

HS Accomplished – MU.Cr1.1.C.HSII

- a. Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

HS Advanced – MU.Cr1.1.C.HSIII

- a. Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

<u>MU.Cr2.1.C – Theory Composition/Creating</u>	
<u>Process Component</u>	<u>TC - Plan and Make: Select and develop musical ideas for defined purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</u>
<u>Essential Question</u>	<u>How do musicians make creative decisions?</u>

HS Proficient – MU.Cr2.1.C.HSI

- a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
- b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one-part, cyclical, or binary).

HS Accomplished – MU.Cr2.1.C.HSII

- a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.
- b. 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).

HS Advanced – MU.Cr2.1.C.HSIII

- a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.
- b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

<u>MU.Cr3.1.C – Theory Composition/Creating</u>	
<u>Process Component</u>	<u>MTC - Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their creative work?</u>

HS Proficient – MU.Cr3.1.C.HSI

- a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

HS Accomplished – MU.Cr3.1.C.HSII

- a. 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.

HS Advanced – MU.Cr3.1.C.HSIII

- a. Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

<u>MU.Cr3.2.C – Theory Composition/Creating</u>	
<u>Process Component</u>	<u>MTC - Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</u>

<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians' presentation of creative work is the culmination of a process of creation and communication.</u>
<u>Essential Question</u>	<u>When is creative work ready to share?</u>

HS Proficient – MU.Cr3.2.C.HSI

- a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

HS Accomplished – MU.Cr3.2.C.HSII

- a. 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.

HS Advanced – MU.Cr3.2.C.HSIII

- a. 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.

<u>MU.Pr4.1.C – Theory Composition/Performing</u>	
<u>Process Component</u>	<u>MTC - Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</u>
<u>Essential Question</u>	<u>How do performers select repertoire?</u>

HS Proficient – MU.Pr4.1.C.HSI

- a. 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).

HS Accomplished – MU.Pr4.1.C.HSII

- a. Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.

Grade HS Advanced – MU.Pr4.1.C.HSIII

- a. 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.

<u>MU.Pr4.2 – Theory Composition/Performing</u>	
<u>Process Component</u>	<u>MTC - Analyze: Analyze the structure and context of varied musical works and their implications for performance.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of musical works inform performance?</u>

HS Proficient – MU.Pr4.2.HSI

- a. Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.

HS Accomplished – MU.Pr4.2.HSII

- a. 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.

HS Advanced – MU.Pr4.2.HSIII

- a. 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.

<u>MU.Pr5.1.C – Theory Composition/Performing</u>	
<u>Process Component</u>	<u>MTC - Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their performance?</u>

HS Proficient – MU.Pr5.1.C.HSI

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

HS Accomplished – MU.Pr5.1.C.HSII

- a. 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.
- b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.
- c. Identify and implement strategies for improving the technical and expressive aspects of varied works.

HS Advanced – MU.Pr5.1.C.HSIII

- a. 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.
- b. 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.
- c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

<u>MU.Pr6.1.C – Theory Composition/Performing</u>	
<u>Process Component</u>	<u>MTC - Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</u>
<u>Essential Question</u>	<u>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</u>

HS Proficient – MU.Pr6.1.C.HSI

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

HS Accomplished – MU.Pr6.1.C.HSII

- a. 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.
- b. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

HS Advanced – MU.Pr6.1.C.HSIII

- a. 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.
- b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

<u>MU.Re7.1.C – Theory Composition/Responding</u>	
<u>Process Component</u>	<u>MTC - Select: Choose music appropriate for a specific purpose or context.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.</u>
<u>Essential Question</u>	<u>How do individuals choose music to experience?</u>

HS Proficient – MU.Re7.1.C.HSI

- a. 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.

HS Accomplished – MU.Re7.1.C.HSII

- a. 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.

HS Advanced – MU.Re7.1.C.HSIII

- a. 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.

<u>MU.Re8.1.C – Theory Composition/Responding</u>	
<u>Process Component</u>	<u>MTC - Interpret: Support interpretations of musical works that reflect creators’/performers’ expressive intent.</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</u>
<u>Essential Question</u>	<u>How do we discern musical creators’ and performers’ expressive intent?</u>

HS Proficient – MU.Re8.1.C.HSI

- a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work.

HS Accomplished – MU.Re8.1.C.HSII

- a. Develop and support interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

HS Advanced – MU.Re8.1.C.HSIII

- a. Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

<u>MU.Re9.1.C – Theory Composition/Responding</u>	
<u>Process Component</u>	<u>MTC - Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</u>
<u>Anchor Standard</u>	<u>Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</u>
<u>Enduring Understanding</u>	<u>The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</u>
<u>Essential Question</u>	<u>How do we judge the quality of musical work(s) and performance(s)?</u>

HS Proficient – MU.Re9.1.C.HSI

- a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.
- b. Describe the way(s) in which critiquing others’ work and receiving feedback from others can be applied in the personal creative process.

HS Accomplished – MU.Re9.1.C.HSII

- a. 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.
- b. Describe ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.

HS Advanced – MU.Re9.1.C.HSIII

- a. 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.
- b. Describe and evaluate ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.

<u>MU.Cn10.0.C – Theory Composition/Connecting</u>	
<u>Process Component</u>	<u>MTC - Connect #10: Synthesize and relate knowledge and personal experiences to make music.</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do musicians make meaningful connections to creating, performing, and responding?</u>

HS Proficient – MU.Cn10.0.C.HSI

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade HS Accomplished – MU.Cn10.0.C.HSII

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade HS Advanced – MU.Cn10.0.C.HSIII

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

<u>MU.Cn11.0.C – Theory Composition/Connecting</u>	
<u>Process Component</u>	<u>MTC - Connect #11: Relate musical ideas and works to varied</u>

	<u>contexts and daily life to deepen understanding.</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</u>

HS Proficient – MU.Cn11.0.C.HSI

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Accomplished – MU.Cn11.0.C.HSII

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Advanced – MU.Cn11.0.C.HSIII

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Music Traditional and Emerging Ensembles

<u>MU.Cr1.1.E – Traditional and Emerging Ensembles/Creating</u>	
<u>Process Component</u>	<u>MTE - Imagine: Generate musical ideas for various purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</u>
<u>Essential Question</u>	<u>How do musicians generate creative ideas?</u>

Novice – MU.Cr1.1.E.HS.Novice

- a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

HS Intermediate – MU.Cr1.1.E.HS.Intermediate

- a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

HS Proficient – MU.Cr1.1.E.HSI

- a. 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.

HS Accomplished – MU.Cr1.1.E.HSII

- a. 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.

HS Advanced – MU.Cr1.1.E.HSIII

- a. Compose and improvise musical ideas for a variety of purposes and contexts.

<u>MU.Cr2.1.E – Traditional and Emerging Ensembles/Creating</u>	
<u>Process Component</u>	<u>MTE - Plan and Make: Select and develop musical ideas for defined purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</u>
<u>Essential Question</u>	<u>How do musicians make creative decisions?</u>

HS Novice – MU.Cr2.1.E.HS.Novice

- a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- b. Preserve draft compositions and improvisations through standard notation and audio recording.

HS Intermediate – MU.Cr2.1.E.HS.Intermediate

- a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- b. Preserve draft compositions and improvisations through standard notation and audio recording.

HS Proficient – MU.Cr2.1.E.HSI

- a. 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.
- b. Preserve draft compositions and improvisations through standard notation and audio recording.

HS Accomplished – MU.Cr2.1.E.HSII

- a. 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.
- b. Preserve draft compositions and improvisations through standard notation, audio, or video recording.

HS Advanced – MU.Cr2.1.E.HSIII

- a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
- b. Preserve draft musical works through standard notation, audio, or video recording.

<u>MU.Cr3.1.E – Traditional and Emerging Ensembles/Creating</u>	
<u>Process Component</u>	<u>MTE – Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their creative work?</u>

HS Novice – MU.Cr3.1.E.HS.Novice

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill,

and teacher- provided criteria.

HS Intermediate – MU.Cr3.1.E.HS.Intermediate

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

HS Proficient – MU.Cr3.1.E.HSI

- a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

HS Accomplished – MU.Cr3.1.E.HSII

- a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

HS Advanced – MU.Cr3.1.E.HSIII

- a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

<u>MU.Cr3.2.E – Traditional and Emerging Ensembles/Creating</u>	
<u>Process Component</u>	<u>MTE – Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians’ presentation of creative work is the culmination of a process of creation and communication.</u>
<u>Essential Question</u>	<u>When is creative work ready to share?</u>

HS Novice – MU.Cr3.2.E.HS.Novice

- a. 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.

HS Intermediate – MU.Cr3.2.E.HS.Intermediate

- a. Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

HS Proficient – MU.Cr3.2.E.HSI

- a. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

HS Accomplished – MU.Cr3.2.E.HSII

- a. Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

HS Advanced – MU.Cr3.2.E.HSIII

- a. Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

<u>MU.Pr4.1.E – Traditional and Emerging Ensembles/Performing</u>	
<u>Process Component</u>	<u>MTE – Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</u>
<u>Essential Question</u>	<u>How do performers select repertoire?</u>

HS Novice – MU.Pr4.1.E.HS.Novice

- a. 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.

HS Intermediate – MU.Pr4.1.E.HS.Intermediate

- a. 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.

HS Proficient – MU.Pr4.1.E.HSI

- a. 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.

HS Accomplished – MU.Pr4.1.E.HSII

- a. 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 music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

HS Advanced – MU.Pr4.1.E.HSIII

- a. 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.

<u>MU.Pr4.2.E – Traditional and Emerging Ensembles/Performing</u>	
<u>Process Component</u>	<u>MTE – Analyze: Analyze the structure and context of varied musical works and their implications for performance.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of musical works inform performance?</u>

HS Novice – MU.Pr4.2.E.HS.Novice

- a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

HS Intermediate – MU.Pr4.2.E.HS.Intermediate

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

HS Proficient – MU.Pr4.2.E.HSI

- a. 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.

HS Accomplished – MU.Pr4.2.E.HSII

- a. 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.

HS Advanced – MU.Pr4.2.E.HSIII

- a. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

<u>MU.Pr4.3.E – Traditional and Emerging Ensembles/Performing</u>	
<u>Process Component</u>	<u>MTE – Interpret: Develop personal interpretations that consider creators’ intent.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers make interpretive decisions based on their understanding of</u>

	<u>context and expressive intent.</u>
<u>Essential Question</u>	<u>How do performers interpret musical works?</u>

HS Novice – MU.Pr4.3.E.HS.Novice

- a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

HS Intermediate – MU.Pr4.3.E.HS Intermediate

- a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

HS Proficient – MU.Pr4.3.E.HSI

- a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

HS Accomplished – MU.Pr4.3.E.HSII

- a. 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.

HS Advanced – MU.Pr4.3.E.HSIII

- a. 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.

<u>MU.Pr5.1.E – Traditional and Emerging Ensembles/Performing</u>	
<u>Process Component</u>	<u>MTE – Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their performance?</u>

HS Novice – MU.Pr5.1.E.HS.Novice

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher- provided criteria.

HS Intermediate – MU.Pr5.1.E.HS.Intermediate

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

HS proficient – MU.Pr5.1.E.HSI

- a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

HS Accomplished – MU.Pr5.1.E.HSII

- a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

HS Advanced – MU.Pr5.1.E.HSIII

- a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

<u>MU.Pr6.1.E – Traditional and Emerging Ensembles/Performing</u>	
<u>Process Component</u>	<u>MTE – Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</u>
<u>Essential Question</u>	<u>When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?</u>

HS Novice – MU.Pr6.1.E.HS.Novice

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

HS Intermediate – MU.Pr6.1.E.HS.Intermediate

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

HS Proficient – MU.Pr6.1.E.HSI

- a. 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.

- b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

HS Accomplished – MU.Pr6.1.E.HSII

- a. 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.
- b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

HS Advanced – MU.Pr6.1.E.HSIII

- a. 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.
- b. 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.

<u>MU.Re7.1.E – Traditional and Emerging Ensembles/Responding</u>	
<u>Process Component</u>	<u>MTE – Select: Choose music appropriate for a specific purpose or context.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</u>
<u>Essential Question</u>	<u>How do individuals choose music to experience?</u>

HS Novice – MU.Re7.1.E.HS.Novice

- a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

HS Intermediate – MU.Re7.1.E.HS.Intermediate

- a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

HS Proficient – MU.Re7.1.E.HSI

- a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

HS Accomplished – MU.Re7.1.E.HSII

- a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

HS Advanced – MU.Re7.1.E.HSIII

- a. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

<u>MU.Re7.2.E – Traditional and Emerging Ensembles/Responding</u>	
<u>Process Component</u>	<u>MTE – Analyze: Analyze how the structure and context of varied musical works inform the response.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of the music influence a response?</u>

HS Novice – MU.Re7.2.E.HS.Novice

- a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

HS Intermediate – MU.Re7.2.E.HS.Intermediate

- a. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

HS Proficient – MU.Re7.2.E.HSI

- a. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

HS Accomplished – MU.Re7.2.E.HSII

- a. Explain how the analysis of structures and contexts inform the response to music.

HS Advanced – MU.Re7.2.E.HSIII

- a. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

<u>MU.Re8.1.E – Traditional and Emerging Ensembles/Responding</u>	
<u>Process Component</u>	<u>MTE – Interpret: Support an interpretation of musical works that reflect creators’/performers’ expressive intent.</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</u>

<u>Essential Question</u>	<u>How do we discern the musical creators' and performers' expressive intent?</u>
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HS Novice – MU.Re8.1.E.HS.Novice

- a. 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.

HS Intermediate – MU.Re8.1.E.HS.Intermediate

- a. 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.

HS Proficient – MU.Re8.1.E.HSI

- a. 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.

HS Accomplished – MU.Re8.1.E.HSII

- a. 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.

HS Advanced – MU.Re8.1.E.HSIII

- a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

<u>MU.Re9.1.E – Traditional and Emerging Ensembles/Responding</u>	
<u>Process Component</u>	<u>MTE – Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</u>
<u>Essential Question</u>	<u>How do we judge the quality of musical work(s) and performance(s)?</u>

HS Novice – MU.Re9.1.E.HS.Novice

- a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

HS Intermediate – MU.Re9.1.E.HS.Intermediate

- a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

HS Proficient – MU.Re9.1.E.HSI

- a. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

HS Accomplished – MU.Re9.1.E.HSII

- a. Evaluate works and performances based on research as well as personally- and collaboratively- developed criteria, including analysis and interpretation of the structure and context.

HS Advanced – MU.Re9.1.E.HSIII

- a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

<u>MU.Cn10.0.E – Traditional and Emerging Ensembles/Connecting</u>	
<u>Process Component</u>	<u>MTC - Connect #10: Synthesize and relate knowledge and personal experiences to make music.</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do musicians make meaningful connections to creating, performing, and responding?</u>

HS Proficient – MU.Cn10.0.E.HSI

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS Accomplished – MU.Cn10.0.E.HSII

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS Advanced – MU.Cn10.0.E.HSIII

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

MU.Cn11.0.E – Traditional and Emerging Ensembles/Connecting

<u>Process Component</u>	<u>MTE – Connect #11: Relate musical ideas and works to varied contexts and daily life to deepen understanding.</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</u>

HS Novice – MU.Cn11.0.E.HS.Novice

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Intermediate – MU.Cn11.0.E.HS.Intermediate

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Proficient – MU.Cn11.0.E.HSI

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Accomplished – MU.Cn11.0.E.HSII

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Advanced – MU.Cn11.0.E.HSIII

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Music Technology

<u>MU.Cr1.1.T – Technology/Creating</u>	
<u>Process Component</u>	<u>MTS - Imagine: Generate musical ideas for various purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and works.</u>
<u>Enduring Understanding</u>	<u>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</u>
<u>Essential Question</u>	<u>How do musicians generate creative ideas?</u>

HS Proficient – MU.Cr1.1.T.HSI

- a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

HS Accomplished – MU.Cr1.1.T.HSII

- a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

HS Advanced – MU.Cr1.1.T.HSIII

- a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

<u>MU.Cr2.1.T – Technology/Creating</u>	
<u>Process Component</u>	<u>MTS - Plan and Make: Select and develop musical ideas for defined purposes and contexts.</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</u>
<u>Essential Question</u>	<u>How do musicians make creative decisions?</u>

HS Proficient – MU.Cr2.1.T.HSI

- a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

HS Accomplished – MU.Cr2.1.T.HSII

- a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

HS Advanced – MU.Cr2.1.T.HSIII

- a. Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

<u>MU.Cr3.1.T – Technology/Creating</u>	
<u>Process Component</u>	<u>MTS - Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</u>
<u>Essential Question</u>	<u>How do musicians improve the quality of their creative work?</u>

HS Proficient – MU.Cr3.1.T.HSI

- a. 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.

HS Accomplished – MU.Cr3.1.T.HSII

- a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

HS Advanced – MU.Cr3.1.T.HSIII

- a. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

<u>MU.Cr3.2.T – Technology/Creating</u>	
<u>Process Component</u>	<u>MTS - Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians' presentation of creative work is the culmination of a process of creation and communication.</u>
<u>Essential Question</u>	<u>When is creative work ready to share?</u>

HS Proficient – MU.Cr3.2.T.HSI

- a. Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

HS Accomplished – MU.Cr3.2.T.HSII

- a. Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

HS Advanced – MU.Cr3.2.T.HSIII

- a. Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.

<u>MU.Pr4.1.T – Technology/Performing</u>	
<u>Process Component</u>	<u>MTS - Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</u>
<u>Essential Question</u>	<u>How do performers select repertoire?</u>

HS Proficient – MU.Pr4.1.T.HSI

- a. 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.

HS Accomplished – MU.Pr4.1.T.HSII

- a. 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.

HS Advanced – MU.Pr4.1.T.HSIII

- a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer’s technical skill using digital tools, resources, and systems.

<u>MU.Pr4.2.T – Technology/Performing</u>	
<u>Process Component</u>	<u>MTS - Analyze: Analyze the structure and context of varied musical works and their implications for performance.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of musical works inform performance?</u>

HS Proficient – MU.Pr4.2.T.HSI

- a. Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

HS Accomplished – MU.Pr4.2.T.HSII

- a. Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

HS Advanced - MU.Pr4.2.T.HSIII

- a. Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

<u>MU.Pr4.3.T – Technology/Performing</u>	
<u>Process Component</u>	<u>MTS - Interpret: Develop personal interpretations that consider creators’ intent.</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Performers make interpretive decisions based on their understanding of context and intent.</u>
<u>Essential Question</u>	<u>How do performers interpret musical works?</u>

HS Proficient – MU.Pr4.3.T.HSI

- a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

HS Accomplished – MU.Pr4.3.T.HSII

- a. 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.

HS Advanced – MU.Pr4.3.T.HSIII

- a. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

<u>MU.Pr5.1.T – Technology/Performing</u>	
<u>Process Component</u>	<u>MTS - Evaluate and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Musicians’ creative choices are influenced by their context, expressive intent, and established criteria.</u>
<u>Essential Question</u>	<u>How do musicians make creative decisions?</u>

HS Proficient – MU.Pr5.1.T.HSI

- a. Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

HS Accomplished – MU.Pr5.1.T.HSII

- a. 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.

HS Advanced – MU.Pr5.1.T.HSIII

- a. Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

<u>MU.Pr6.1.T – Technology/Performing</u>	
<u>Process Component</u>	<u>MTS - Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</u>
<u>Essential Question</u>	<u>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</u>

HS Proficient – MU.Pr6.1.T.HSI

- a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- b. Demonstrate an understanding of the context of music through prepared and improvised performances.

HS Accomplished – MU.Pr6.1.T.HSII

- a. 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.
- b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

Grade HS Advanced – MU.Pr6.1.T.HSIII

- a. Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.
- b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

<u>MU.Re7.2.T – Technology/Responding</u>	
<u>Process Component</u>	<u>MTS – Analyze: Analyze how the structure and context of varied musical works inform the response.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</u>
<u>Essential Question</u>	<u>How does understanding the structure and context of music inform a response?</u>

HS Proficient – MU.Re7.2.T.HSI

- a. Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

HS Accomplished – MU.Re7.2.T.HSII

- a. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

HS Advanced – MU.Re7.2.T.HSIII

- a. Demonstrate and justify how an analysis of the structural characteristics, context, and

technological and creative decisions, informs interest in and response to the music.

<u>MU.Re7.I.T – Technology/Responding</u>	
<u>Process Component</u>	<u>MTS – Select: Choose music appropriate for a specific purpose or context.</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</u>
<u>Essential Question</u>	<u>How do individuals choose music to experience?</u>

HS Proficient – MU.Re7.I.T.HSI

- a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

HS Accomplished – MU.Re7.I.T.HSII

- a. 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.

HS Advanced – MU.Re7.I.T.HSIII

- a. Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.

<u>MU.Re8.1.T – Technology/Responding</u>	
<u>Process Component</u>	<u>MTS – Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</u>
<u>Essential Question</u>	<u>How do we discern musical creators' and performers' expressive intent?</u>

HS Proficient – MU.Re8.1.T.HSI

- a. 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.

HS Accomplished – MU.Re8.1.T.HSII

- a. 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.

HS Advanced – MU.Re8.1.T.HSIII

- a. Examine, cite research and multiple sources to 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.

<u>MU.Re9.1.T – Technology/Responding</u>	
<u>Process Component</u>	<u>MTS – Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</u>
<u>Essential Question</u>	<u>How do we judge the quality of musical work(s) and performance(s)?</u>

HS Proficient – MU.Re9.1.T.HSI

- a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

HS Accomplished – MU.Re9.1.T.HSII

- a. Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

HS Advanced – MU.Re9.1.T.HSIII

- a. Develop and justify the evaluation of a variety of music based on established and personally- developed criteria, digital, electronic and analog features, and understanding of purpose and context.

<u>MU.Cn10.0.T – Technology/Connecting</u>	
<u>Process Component</u>	<u>MTS – Connect #10: Synthesize and relate knowledge and personal experiences to make music.</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing and responding.</u>
<u>Essential Question</u>	<u>How do musicians make meaningful connections to creating,</u>

performing and responding?

HS Proficient – MU.Cn10.0.T.HSI

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

HS Accomplished – MU.Cn10.0.T.HSII

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

HS Advanced – MU.Cn10.0.T.HSIII

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

MU.Cn11.0.T – Technology/Connecting

<u>Process Component</u>	<u>MTS - Connect #1: Relate musical ideas and works to varied contexts and daily life to deepen understanding.</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</u>
<u>Essential Question</u>	<u>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</u>

HS Proficient – MU.Cn11.0.T.HSI

- a. Demonstrate *understanding* of relationships between music and the other arts, other disciplines, varied contexts and daily life.

HS Accomplished – MU.Cn11.0.T.HSII

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

HS Advanced – MU.Cn11.0.T.HSIII

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Glossary Music

AB

Musical form consisting of two sections, A and B, which contrast with each other (binary form)

ABA

Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)

Ability

Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction

Academic vocabulary

Words that traditionally are used in academic dialogue and text

Analog tools

Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers

Analysis

(See Analyze)

Analyze

Examine in detail the structure and context of the music

Arrangement

Setting or adaptation of an existing musical composition

Arranger

Person who creates alternative settings or adaptations of existing music

Articulation

Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones)

Artistic literacy

Knowledge and understanding required to participate authentically in the Arts

Atonality

Music in which no tonic or key center is apparent

Audiate

Hear and comprehend sounds in one's head (inner hearing), even when no sound is present

Audience etiquette

Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed

Beat

Underlying steady pulse present in most music

Benchmark

Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set)

Binary form

(See AB)

Body percussion

Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping

Bordun

Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating

Chant

Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm

Chart

Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes

Chord progression

Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

Collaboratively

Working together on a common (musical) task or goal

Collaboratively-developed criteria

Qualities or traits for assessing achievement level that have been through a process of collective decision-making

Complex formal structure

Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections

Composer

One who creates music compositions

Composition

Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording

Compositional devices

Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form

Compositional procedures

Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing

Compositional techniques

Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, sound-silence, motion-stasis, in addition to compositional devices

Concepts, music

Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas

Connection

Relationship among artistic ideas, personal meaning, and/or external context

Context

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

Context, cultural

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Context, historical

Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience

Context, personal

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Context, social environment

Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Craftsmanship

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance

Create

Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work

Creative intent

Shaping of the elements of music to express and convey emotions, thoughts, and ideas

Creator

One who originates a music composition, arrangement, or improvisation

Criteria

Guidelines used to judge the quality of a student's performance (See **Rubric**)

Cultural context

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Culturally authentic performance

Presentation that reflects practices and interpretation representative of the style and traditions of a culture

Culture

Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food

Cyclical structure

Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements

Demonstrate

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

Diatonic

Seven-tone scale consisting of five whole steps and two half steps

Digital environment

Simulated place made or created through the use of one or more computers, sensors, or equipment

Digital notation

A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers

Digital resources

Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone

Digital systems

Platforms that allow interaction and the conversion between and through the audio and digital domains

Digital tools

Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software

Dynamics

Level or range of loudness of a sound or sounds

Elements of music

Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

Enduring understanding

Overarching (aka, “big”) ideas that are central to the core of the music discipline and may be transferred to new situations

Ensemble

Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming

Essential question

Question that is central to the core of a discipline –in this case, music – and promotes investigation to uncover corresponding enduring understanding(s)

Established criteria

Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

Expanded form

Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda

Explore

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

Expression

Feeling conveyed through music

Expressive aspects

Characteristics that convey feeling in the presentation of musical ideas

Expressive intent

The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music

Expressive qualities

Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity

Form

Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form

Formal design

Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece

Fret

Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch

Function

Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising

Fundamentals of music theory

Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords

Fusion

Type of music created by combining contrasting styles into a new style

Genre

Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country

Guidance

Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently

Harmonic sequences

Series of two or more chords commonly used to support melody(ies)

Harmonizing instruments

Musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs

Harmonization

Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material

Harmony

Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

Heterophonic

Musical texture in which slightly different versions of the same melody sound simultaneously

Historical context

Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience

Historical periods

Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900-)

Homophonic

Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords

Iconic notation

Representation of sound and its treatment using lines, drawings, pictures

Imagine

Generate musical ideas for various purposes and contexts

Imagination

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See **Audiate**)

Improvisation

Music created and performed spontaneously or “in-the-moment,” often within a framework determined by the musical style

Improviser

One who creates music spontaneously or “in-the-moment”

Independently

Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed

Intent

Meaning or feeling of the music planned and conveyed by a creator or performer

Interpret

Determine and demonstrate music's expressive intent and meaning when responding and performing

Interpretation

Intent and meaning that a performer realizes in studying and performing a piece of music

Intervals

Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively

Intonation

Singing or playing the correct pitch in tune

Key signature

Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

Lead-sheet notation

System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played

Lyrics

Words of a song

Major scale

Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

Melodic contour

Shape of a melody created by the way its pitches repeat and move up and down in steps and skips

Melodic passage

Short section or series of notes within a larger work that constitutes a single coherent melodic idea

Melodic pattern

Grouping, generally brief, of tones or pitches

Melody

Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

Meter

Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter)

Minor scale

Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic

Modal

Music based on a mode other than major or minor

Modes

Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian— were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged

Model cornerstone assessment

Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components

Moderately complex formal structure

Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way

Mood

Over-all feeling that a section or piece of music conveys

Monophonic

Musical texture consisting of a single, unaccompanied melodic line

Motif/motive

Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element

Movement

Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds

Music literacy

Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

Music theory

Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works

Music vocabulary

Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary)

Musical criteria

Traits relevant to assessing music attributes of a work or performance

Musical idea

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Musical range

Span between the highest and lowest pitches of a melody, instrument, or voice

Musical work

Piece of music preserved as a notated copy or sound recording or passed through oral tradition

Non-pitched instruments

Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones

Notation

Visual representation of musical sounds

One-part formal structure

Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as through-composed

Open-ended assessment

Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting

Pentatonic scale

Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible

Perform

Process of realizing artistic ideas and work through interpretation and presentation

Performing, performance

Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing)

Performance decorum

Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire

Performance practice

Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work

Performance technique

Personal technical skills developed and used by a performer

Personal context

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Personally-developed criteria

Qualities or traits for assessing achievement level developed by students individually

Phrase

Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

Phrasing

Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling

Piece

General, non-technical term referring to a composition or musical work

Pitch

Identification of a tone or note with respect to highness or lowness (i.e., frequency)

Plan

Select and develop musical ideas for creating a musical work

Polyphonic

Musical texture in which two or more melodies sound simultaneously

Polytonal

Music in which two or more tonalities (keys) sound simultaneously

Present

Share artistic work (e.g., a composition) with others

Program

Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting

Purpose

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression

Refine

Make changes in musical works or performances to more effectively realize intent through technical quality or expression

Repertoire

Body or set of musical works that can be performed

Respond

Understand and evaluate how the arts convey meaning

Rhythm

Duration or length of sounds and silences that occur in music; organization of sounds and silences in time

Rhythmic passage

Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea

Rhythmic pattern

Grouping, generally brief, of long and short sounds and silences

Rondo

Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA

Rubric

Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement

Scale

Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

Score

Written notation of an entire music composition

Section

One of a number of distinct segments that together comprise a composition; a section consists of several phrases

Select

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context

Sensitivity

Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression

Set

Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording

Setting

Specified or implied instrumentation, voicing, or orchestration of a musical work

Setting of the text

Musical treatment of text as presented in the music

Share

Present artistic work (e.g., a composition) to others

Sight-reading

First attempt to perform a notated musical work

Simple formal structure

Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections

Social context

Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Sonic events

Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical

Sonic experience

Perception and understanding of the sounds and silences of a musical work and their inter-relationship

Stage presence

Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression

Staging

Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance

Standard notation

System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation

Storyline

Extra-musical narrative that inspires or explains the structure of a piece of music

Strophic form

Vocal music in which the music repeats with a new set of text each time

Structural

(See **Structure**)

Structure

Totality of a musical work

Style

Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre

Stylistic expression

Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin

Tablature

System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board

Teacher-provided criteria

Qualities or traits for assessing achievement level that are provided to students by the teacher

Technical aspects

Characteristics enabling the accurate representation/presentation of musical ideas

Technical challenges

Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution

Technical accuracy, technical skill

Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work

Tempo

Rate or speed of the beat in a musical work or performance

Tension/release

Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling

Ternary form

(See ABA)

Texture

Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

Theme and variations

Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

Theoretical

(See Fundamentals of Music Theory)

Timbre

Tone color or tone quality that distinguishes one sound source, instrument, or voice from another

Tonal pattern

Grouping, generally brief, of tones or pitches

Tonality

Tonic or key tone around which a piece of music is centered

Transfer

Use music knowledge and skills appropriately in a new context

Unity

Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See **Variety**)

Variety

Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See **Unity**)

Venue

Physical setting in which a musical event takes place

Vocables

Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

Vocalizations

Vocal exercises that include no text and are sung to one or more vowels