

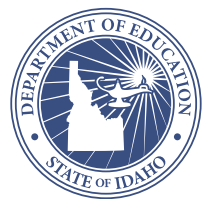


IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

General Music, Music Appreciation, Music History



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

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

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											b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher <i>and peers</i>).	b Describe the rationale for refining works by explaining the choices, based on evaluation criteria .		
Creating	Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication Essential													Creating	
	Question(s): When is creative work ready to share?														
	Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	Novice	Proficient						
	(MU:Cr3.2.K)	(MU:Cr3.2.1)	(MU:Cr3.2.2)	(MU:Cr3.2.3)	(MU:Cr3.2.4)	(MU:Cr3.2.5)	(MU:Cr3.2.6)	(MU:Cr3.2.7)	(MU:Cr3.2.8)						
Present		a With guidance , demonstrate a <i>final version</i> of personal musical ideas to peers.	a With limited guidance , convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience</i> .	a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience</i> .	a Present the final version of personal created music to others, <i>and describe connection</i> to expressive intent .	a Present the final version of personal created music to others, <i>and explain connection</i> to expressive intent .	a Present the final version of personal created music to others <i>that demonstrates craftsmanship</i> , and explain connection to expressive intent .	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 .	a Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent .	a Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent .					

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

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

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

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

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

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

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

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

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

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

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

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

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

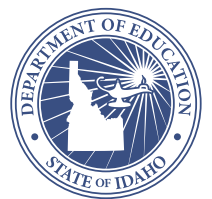


IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

Harmonizing Instruments



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
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Idaho Fine Arts Standards – Harmonizing Instruments Strand

August 11, 2016

Music - Harmonizing Instruments Strand (e.g. Guitar, Keyboard)						
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Imagine	MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and two-tothree-chord accompaniments for given melodies.	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for improvisations , compositions (forms such as theme and variation or 12-bar blues), and three-or-more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binar y or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr1.1.H.1IIa Generate melodic, rhythmic, and harmonic ideas for a <i>collection of compositions</i> (representing a variety of forms and styles), improvisations in several different styles , and stylistically appropriate harmonizations for given melodies .	Imagine
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Plan & Make	MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and two-to-three -chord accompaniments for given melodies.	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations , compositions (forms such as theme and variation or 12-bar blues) , and three-ormore- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr2.1.H.1IIa 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 .	Plan & Make
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Evaluate & Refine	MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and two-to-three -chord accompaniments for given melodies.	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of improvisations , compositions (forms such as theme and variation or 12-bar blues) and three-ormore -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr3.1.H.1IIa Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles) , improvisations in a variety of styles , and stylistically appropriate harmonizations for given melodies .	Evaluate & Refine

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Creating	Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Cr3.2.H.5a Share final versions of simple melodies (such as two- phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas .	MU:Cr3.2.H.8a Share final versions of melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and <i>two-to-three</i> -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas .	MU:Cr3.2.H.1a Perform final versions of improvisations , compositions (forms such as theme and variation or 12-bar blues) , and <i>three-ormore</i> -chord accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.1a Perform final versions of compositions (forms such as rounded binary or rondo) , improvisations , accompaniment patterns <i>in a variety of styles</i> , and harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.1a Perform final versions of a collection of compositions (<i>representing a variety of forms and styles</i>) , improvisations <i>in several different styles</i> , and <i>stylistically appropriate harmonizations</i> for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	Present

Idaho Fine Arts Standards – Harmonizing Instruments Strand

August 11, 2016

Music - Harmonizing Instruments Strand						
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?				Performing	
	Novice	Intermediate	Proficient	Accomplished		Advanced
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill , as well as the context of the performances .	MU:Pr4.1.H.8a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (<i>citing technical challenges that need to be addressed</i>) , as well as the context of the performances .	MU:Pr4.1.H.1a <i>Explain the criteria used</i> when selecting a varied repertoire of music for <i>individual or small group performances</i> that include melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.1.H.1a <i>Develop and apply criteria for</i> selecting a varied repertoire of music for individual and small group performances that include melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles .</i>	MU:Pr4.1.H.1a <i>Develop and apply criteria for</i> selecting a varied repertoire for a program of music for individual and small group performances that include melodies , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and improvisations <i>in a variety of contrasting styles .</i>	Select
Performing	Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?				Performing	
	Novice	Intermediate	Proficient	Accomplished		Advanced
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation .	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and structural characteristics and context (<i>social , cultural , or historical</i>) 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 .	MU:Pr4.2.H.1a Identify <i>and describe important theoretical and structural characteristics and context (social, cultural, or historical)</i> in a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (social , cultural , and historical) in a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles .</i>	MU:Pr4.2.H.1a 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, <i>stylistically appropriate accompaniments</i> , and improvisations <i>in a variety of contrasting styles .</i>	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?				Performing	
	Novice	Intermediate	Proficient	Accomplished		Advanced
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (<i>social , cultural , or historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.1a Describe in interpretations the context (social , cultural , or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) .</i>	MU:Pr4.3.H.1a <i>Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments <i>in a variety of styles .</i></i>	MU:Pr4.3.H.1a Explain and <i>present interpretations</i> that demonstrate and describe the context (social , cultural , and historical) and <i>an understanding of the creator’s intent in repertoire</i> for varied programs of music that include melodies , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and improvisations <i>in a variety of contrasting styles.</i>	Interpret

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Rehearse, Evaluate, & Refine	MU:Pr5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance, and <i>identify</i> practice strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.1a Develop and apply criteria to critique individual <i>and small group performances</i> of a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , and <i>create rehearsal strategies</i> to address performance challenges and refine the performances.	MU:Pr5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a <i>variety of styles</i> , and create rehearsal strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.1a Develop and apply criteria , including <i>feedback from multiple sources</i> , to critique varied programs of music repertoire (melodies , repertoire pieces, <i>stylistically appropriate</i> 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.	Rehearse, Evaluate, & Refine
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context .	MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating <i>sensitivity</i> to the audience and an <i>understanding of the context (social, cultural, or historical)</i> .	MU:Pr6.1.H.1a Perform with expression and technical accuracy , in individual and <i>small group performance s</i> , a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural , or historical).	MU:Pr6.1.H.1a Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a <i>variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	MU:Pr6.1.H.1a Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire for programs of music that includes melodies , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and improvisations in a variety of contrasting styles , demonstrating sensitivity to the audience and an understanding of the context (social, cultural , and historical).	Present

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Music - Harmonizing Instruments Strand						
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Select	MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics founf in the music and connections to interest, purpose or personal experience.	MU:Re7.1.H.8a <i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and connections to interest, purpose , and context.	MU:Re7.1.H.1a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context .	MU:Re7.1.H.1la Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context .	MU:Re6.1.H.1lla Select, describe, and compare a variety of individual and small group musical programs from varied cultures , genres , and historical periods .	Select
Responding	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Analyze	MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.	MU:Re7.2.H.8a <i>Describe</i> how <i>the way that the elements of music are manipulated</i> and knowledge of the context (social and cultural) inform the response.	MU:Re7.2.H.1a <i>Compare passages in musical selections</i> and explain how the elements of music and context (social , cultural , or <i>historical</i>) inform the response.	MU:Re7.2.H.1la <i>Explain how the analysis of the structures and context (social, cultural, and historical) of <i>contrasting</i> musical selections inform the response.</i>	MU:Re7.2.H.1lla <i>Demonstrate and justify</i> how the structural characteristics function within a variety of musical selections, and distinguish how context (social , cultural , and historical) and <i>creative decisions</i> inform the response.	Analyze
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Essential Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators’ and performers’ expressive intent?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Interpret	MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music , context (personal or social), and (when appropriate) the setting of the text .	MU:Re8.1.H.8a Identify <i>and support</i> interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence the treatment</i> of the elements of music , context , and (when appropriate) the setting of the text .	MU:Re8.1.H.1a <i>Explain</i> 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 <i>outside sources</i> .	MU:Re8.1.H.1la 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 <i>varied researched sources</i> .	MU:Re8.1.H.1lla <i>Establish and justify</i> interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, <i>including reference to examples from other art forms</i> .	Interpret
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Evaluate	MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	MU:Re9.1.H.8a <i>Explain the influence</i> of experiences and contexts (personal , social , or cultural) on interest in and the evaluation of a <i>varied repertoire</i> of music.	MU:Re9.1.H.1a <i>Develop and apply</i> teacherprovided and established criteria based on <i>personal preference</i> , analysis , and context (personal , social , and cultural) to evaluate <i>individual and small group musical selections for listening</i> .	MU:Re9.1.H.1la Apply personally-developed and established criteria based on <i>research</i> , personal preference, analysis , interpretation , expressive intent , and musical qualitie s to evaluate <i>contrasting</i> individual and small group musical selections for listening.	MU:Re9.1.H.1lla <i>Develop and justify</i> evaluations of a variety of individual and small group musical selections for listening based on personallydeveloped and established criteria , <i>personal decision making</i> , and knowledge and understanding of context .	Evaluate

Idaho Fine Arts Standards – Harmonizing Instruments Strand

Music - Harmonizing Instruments Strand						
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?					Connecting
	Novice	Intermediate	Proficient	Accomplished	Advanced	
	MU:Cn10.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					Connecting
	Novice	Intermediate	Proficient	Accomplished	Advanced	
	MU:Cn11.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

*Green text indicates modifications by Music Executive Committee members



IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

Composition and Theory



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
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Idaho Fine Arts Standards – Music Composition and/or Theory,
August 11, 2016

Music - Composition and/or Theory Strand				
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?			Creating
	Proficient	Accomplished	Advanced	
Imagine	MU:Cr1.1.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods , visual images, and/or storylines .	MU:Cr1.1.C.IIa Describe <i>and demonstrate</i> how sounds and musical ideas can be used to represent sonic events , <i>memories</i> , visual images, <i>concepts</i> , <i>texts</i> , or storylines .	MU:Cr1.1.C.IIIa Describe and demonstrate <i>multiple ways in which</i> sounds and musical ideas can be used to represent <i>extended</i> sonic experiences or <i>abstract ideas</i> .	Imagine
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?			Creating
	Proficient	Accomplished	Advanced	
Plan & Make	MU:Cr2.1.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods , images, or storylines .	MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events , <i>memories</i> , images, <i>concepts</i> , <i>texts</i> , or storylines .	MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected <i>extended</i> sonic experiences or <i>abstract ideas</i> .	Plan & Make
	MU:Cr2.1.C.Ib Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as onepart , cyclical , or binary).	MU:Cr2.1.C.IIb Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (<i>such as</i> binary , rondo , or ternary).	MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a <i>variety of</i> moderately complex or complex forms .	
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?			Creating
	Proficient	Accomplished	Advanced	
Evaluate & Refine	MU:Cr3.1.C.Ia Identify, describe, and apply teacherprovided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	MU:Cr3.1.C.IIa Identify, describe, and apply <i>selected</i> teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	MU:Cr3.1.C.IIIa <i>Research</i> , identify, <i>explain</i> , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Evaluate & Refine
Creating	Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?			Creating
	Proficient	Accomplished	Advanced	
Present	MU:Cr3.2.C.Ia Share music through the use of notation, performance , or technology, and demonstrate how the elements of music have been employed to realize expressive intent .	MU:Cr3.2.C.IIa Share music through the use of notation, <i>solo or group</i> performance , or technology, and demonstrate and <i>describe</i> how the elements of music and compositional techniques have been employed to realize expressive intent .	MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance , or technology, and demonstrate <i>and explain</i> how the elements of music , compositional techniques and <i>processes</i> have been employed to realize expressive intent .	Present
	MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.	MU:Cr3.2.C.IIb Describe the <i>selected</i> contexts and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final composition and presentation.	MU:Cr3.2.C.IIIb Describe a <i>variety of possible</i> contexts and <i>mediums</i> for presenting personal works, and explain <i>and compare how each could impact the success of</i> the final composition and presentation.	

Idaho Fine Arts Standards – Music Composition and/or Theory

Music - Composition and/or Theory Strand				
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?			Performing
	Proficient	Accomplished	Advanced	
Select	MU:Pr4.1.C.Ia 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).	MU:Pr4.1.C.IIa Identify and select specific passages, sections , or <i>movements in musical works</i> 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 .	MU:Pr4.1.C.IIIa Identify and select specific sections , movements, or <i>entire works</i> that express personal experiences and interests, moods , visual images, concepts, texts, or storylines in moderately complex or complex forms .	Select
Performing	Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?			Performing
	Proficient	Accomplished	Advanced	
Analyze	MU:Pr4.2.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood , and explain the implications for rehearsal or performance .	MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of selected works relate to the style , function , and context , and explain the implications for rehearsal and performance .	MU:Pr4.2.C.IIIa Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style , function , and context , and explain <i>and support</i> the analysis and its implications for rehearsal and performance .	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?			Performing
	Proficient	Accomplished	Advanced	
Interpret	MU:Pr4.3.C.Ia Develop interpretations of works based on an understanding of the use of elements of music , style , and mood , explaining how the interpretive choices reflect the creators’ intent .	MU:Pr4.3.C.IIa Develop interpretations of works based on an understanding of the use of elements of music , style , mood , function , and context , explaining and <i>supporting</i> how the interpretive choices reflect the creators’ intent .	MU:Pr4.3.C.IIIa Develop interpretations of works based on an understanding of the use of elements of music (including form) , compositional techniques , style , function , and context , explaining and <i>justifying</i> how the interpretive choices reflect the creators’ intent .	Interpret
Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?			Performing
	Proficient	Accomplished	Advanced	
Rehearse, Evaluate, and Refine	MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the form .	MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the form , repetition and variation within the form, and the style and historical or cultural context of the work .	MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the form , repetition and variation within the form, compositional techniques , and the style and historical or cultural context of the work.	Rehearse, Evaluate, and Refine
	MU:Pr5.1.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music , style , and mood .	MU:Pr5.1.C.IIb Using established criteria and feedback, identify the ways in which performances convey the formal design , style , and historical/cultural context of the works.	MU:Pr5.1.C.IIIb Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design , style , and historical/cultural context of the works.	
	MU:Pr5.1.C.Ic Identify and implement strategies for improving the technical and expressive aspects of multiple works.	MU:Pr5.1.C.IIc Identify and implement strategies for improving the technical and expressive aspects of <i>varied</i> works.	MU:Pr5.1.C.IIIc Identify, <i>compare</i> , and implement strategies for improving the technical and expressive aspects of multiple <i>contrasting</i> works.	
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?			Performing
	Proficient	Accomplished	Advanced	
Present	MU:Pr6.1.C.Ia Share live or recorded performances of works (both personal and others’), and explain how the elements of music are used to convey intent .	MU:Pr6.1.C.IIa Share live or recorded performances of works (both personal and others’), and explain how the elements of music and compositional techniques are used to convey intent .	MU:Pr6.1.C.IIIa Share live or recorded performances of works (both personal and others’), and explain <i>and/or demonstrate understanding of</i> how the expressive intent of the music is conveyed.	Present
	MU:Pr6.1.C.Ib Identify how compositions are appropriate for an audience or context , and how this will shape future compositions.	MU:Pr6.1.C.IIb <i>Explain</i> how compositions are appropriate for <i>both</i> audience and context , and how this will shape future compositions.	MU:Pr6.1.C.IIIb <i>Explain</i> how compositions are appropriate for a <i>variety of audiences and contexts</i> , and how this will shape future compositions.	

Idaho Fine Arts Standards – Music Composition and/or Theory

Music - Composition and/or Theory Strand				
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?			Responding
	Proficient	Accomplished	Advanced	
Select	MU:Re7.1.C.Ia 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 .	MU:Re7.1.C.IIa Apply teacher-provided or personally-developed criteria to select music that expresses <i>personal experiences and interests</i> , moods , <i>visual images, concepts, texts</i> , or storylines in simple or moderately complex forms , and describe and <i>defend</i> the choices as models for composition .	MU:Re7.1.C.IIIa Apply <i>researched</i> or personallydeveloped 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 <i>justify</i> the choice as models for composition .	Select
Responding	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?			Responding
	Proficient	Accomplished	Advanced	
Analyze	MU:Re7.2.C.Ia Analyze aurally the elements of music (including form) of musical works , relating them to style , mood , and context , and describe how the analysis provides models for personal growth as composer , performer, and/or listener.	MU:Re7.2.C.IIa Analyze aurally <i>and/or by reading the scores of musical works</i> the elements of music (including form) , compositional techniques and procedures , relating them to style , mood , and context ; and <i>explain</i> how the analysis provides models for personal growth as composer , performer, and/or listener.	MU:Re7.2.C.IIIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures , relating them to <i>aesthetic effectiveness</i> , style , mood , and context ; and explain how the analysis provides models for personal growth as composer , performer, and/or listener.	Analyze
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators’ and performers’ expressive intent?			Responding
	Proficient	Accomplished	Advanced	
Interpret	MU:Re8.1.C.Ia 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.	MU:Re8.1.C.IIa Develop and <i>support</i> interpretations of varied works, demonstrating an understanding of the composers’ intent by citing <i>the use of elements of music (including form)</i> , compositional techniques , and the style/genre and context of each work.	MU:Re8.1.C.IIIa Develop, <i>justify</i> and <i>defend</i> 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.	Interpret
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?			Responding
	Proficient	Accomplished	Advanced	
Evaluate	MU:Re9.1.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of fundamentals of music theory .	MU:Re9.1.C.IIa <i>Explain</i> the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of <i>music theory as well as compositional techniques and procedures</i> .	MU:Re9.1.C.IIIa Evaluate the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of <i>theoretical concepts</i> and complex compositional techniques and procedures .	Evaluate
	MU:Re9.1.C.Ib Describe the way(s) in which critiquing others’ work and receiving feedback from others can be applied in the personal creative process.	MU:Re9.1.C.IIb Describe ways in which critiquing others’ work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process.	MU:Re9.1.C.IIIb Describe <i>and evaluate</i> ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.	

Idaho Fine Arts Standards – Music Composition and/or Theory

Music - Composition and/or Theory Strand				
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?			Connecting
	Proficient MU:Cn10.1.C.Ia	Accomplished MU:Cn10.1.C.IIa	Advanced MU:Cn10.1.C.IIIa	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?			Connecting
	Proficient MU:Cn11.1.C.Ia	Accomplished MU:Cn11.1.C.IIa	Advanced MU:Cn11.1.C.IIIa	
	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

*Green text indicates modifications by Music Executive Committee members

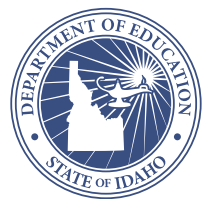


IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

Traditional and Emerging Ensembles



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
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Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles, August 11, 2016

Music - Traditional and Emerging Ensembles Strand (i.e. Performing Ensembles)						
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Imagine	MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.8a Compose and improvise ideas for melodie s and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.1a Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.	MU:Cr1.1.E.11a 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.	MU:Cr1.1.E.111a Compose and improvise musical ideas for a variety of purposes and contexts .	Imagine
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Plan & Make	MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	MU:Cr2.1.E.11a 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.	MU:Cr2.1.E.111a Select and develop composed and improvised ideas into draft musical works organized for a variety of purpose s and contexts .	Plan & Make
	MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.1b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.11b Preserve draft compositions and improvisations through standard notation, audio, or video recording.	MU:Cr2.1.E.111b Preserve draft musical works through standard notation , audio, or video recording.	
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Evaluate & Refine	MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria .	MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .	MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements , and improvisations based on established criteria , including the extent to which they address identified purposes .	MU:Cr3.1.E.11a Evaluate and refine draft arrangements, sections , short compositions , and improvisations based on personally-developed criteria , including the extent to which they address identified purposes .	MU:Cr3.1.E.111a Evaluate and refine varied draft musical works based on appropriate criteria , including the extent to which they address identified purposes and contexts .	Evaluate & Refine
Creating	Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes .	MU:Cr3.2.E.11a Share personally-developed arrangements, sections , and short compositions – individually or as an ensemble – that address identified purposes .	MU:Cr3.2.E.111a Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts .	Present

Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Music - Traditional and Emerging Ensembles Strand						
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Select	MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context , and the technical skill of the individual or ensemble .	MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), <i>an understanding of formal design</i> in the music, context , and the technical skill of the individual and ensemble .	MU:Pr4.1.E.1a <i>Explain the criteria used to select a varied repertoire to study <i>based on an understanding of theoretical and structural characteristics of the music</i>, the technical skill of the individual or ensemble, and the purpose or context of the <i>performance</i> .</i>	MU:Pr4.1.E.11a <i>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 <i>performance</i>.</i>	MU:Pr4.1.E.111a <i>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 <i>performance</i>.</i>	Select
Performing	Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Analyze	MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances .	MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, <i>how the setting and formal characteristics of musical works contribute to understanding the context of the music in</i> prepared or improvised performances .	MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, <i>how compositional devices employed and theoretica l and structural aspects of musical works impact and inform</i> prepared or improvised performances .	MU:Pr4.2.E.11a <i>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 <i>performances</i>.</i>	MU:Pr4.2.E.111a <i>Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.</i>	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Interpret	MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances .	MU:Pr4.3.E.8a <i>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</i>	MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances .	MU:Pr4.3.E.11a Demonstrate how understanding <i>the style , genre , and context of a varied repertoire of music <i>influences prepared and improvised performances as well as performers’ technical skill to connect with the audience.</i></i>	MU:Pr4.3.E.111a Demonstrate how understanding the style , genre , and context of a varied repertoire of music <i>informs</i> prepared and improvised performances as well as performers’ technical skill to connect with the audience.	Interpret

Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Rehearse, Evaluate & Refine	MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	MU:Pr5.1.E.8a <i>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success</i> using feedback from ensemble peers and other sources to refine performances .	MU:Pr5.1.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances .	MU:Pr5.1.E.11a Develop <i>and apply appropriate rehearsal strategies to address individual and ensemble challenges</i> in a varied repertoire of music, and evaluate their success.	MU:Pr5.1.E.111a Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	Rehearse, Evaluate & Refine
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles .	MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres .	MU:Pr6.1.E.11a 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 .	MU:Pr6.1.E.111a Demonstrate an <i>understanding and</i> mastery of the technical demands and expressive qualities of the music <i>through prepared and improvised performances</i> of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensemble s.	Present
	MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances .	MU:Pr6.1.E.8b Demonstrate <i>an understanding</i> of the context of the music through prepared and improvised performances .	MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by <i>connecting with an audience</i> through prepared and improvised performances .	MU:Pr6.1.E.11b Demonstrate an understanding of intent as a <i>means for connecting with an audience</i> through prepared and improvised performances .	MU:Pr6.1.E.111b <i>Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them</i> through prepared and improvised performances .	
	MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .	MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .	MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .	MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .	MU:Pr6.1.8 Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .	

Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Music - Traditional and Emerging Ensembles Strand						
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Select	MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context .	MU:Re7.1.E.8a <i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and connections to interest, purpose , and context .	MU:Re7.1.E.1a Apply criteria to select music for <i>specified purposes</i> , <i>supporting choices</i> by citing characteristics found in the music and connections to interest, purpose , and context .	MU:Re7.1.E.1la Apply criteria to select music for a <i>variety of purposes</i> , <i>justifying choices</i> <i>citing knowledge of the music and the specified purpose</i> and context .	MU:Re7.1.E.1lla Use <i>research and personallydeveloped criteria</i> to justify choices made when selecting music, citing knowledge of the music, and <i>individual and ensemble purpose</i> and context .	Select
Responding	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Analyze	MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	MU:Re7.2.E.8a Describe how <i>understanding context</i> and the way the elements of music are manipulated inform the response to music.	MU:Re7.2.E.1a <i>Explain</i> how the analysis of <i>passages</i> and understanding the way the elements of music are manipulated inform the response to music.	MU:Re7.2.E.1la Explain how the analysis of structures and contexts inform the response to music.	MU:Re7.2.E.1lla <i>Demonstrate and justify</i> how the analysis of structures , contexts , and <i>performance decisions</i> inform the response to music.	Analyze
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators’ and performers’ expressive intent?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Interpret	MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works , referring to the elements of music , contexts , and (when appropriate) the setting of the text .	MU:Re8.1.E.8a Identify <i>and support interpretations</i> of the expressive intent and meaning of musical works , <i>citing as evidence</i> the <i>treatment</i> of the elements of music , contexts , and (when appropriate) the setting of the text .	MU:Re8.1.E.1a <i>Explain</i> 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 <i>personal research</i> .	MU:Re8.1.E.1la 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 <i>varied researched</i> sources.	MU:Re8.1.E.1lla <i>Justify interpretations</i> of the expressive intent and meaning of musical works by <i>comparing and synthesizing</i> varied researched sources, <i>including reference to other art forms</i> .	Interpret
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?					Responding
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Evaluate	MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	MU:Re9.1.E.8a <i>Explain the influence</i> of experiences, analysis, and context <i>on interest in</i> and evaluation of music.	MU:Re9.1.E.1a <i>Evaluate works and performances</i> based on personally- or collaborativelydeveloped criteria , including analysis of the structure and context .	MU:Re9.1.E.1la Evaluate works and performances based on <i>research</i> as well as personally- and collaboratively-developed criteria , including analysis and interpretation of the structure and context .	MU:Re9.1.E.1lla <i>Develop and justify</i> evaluations of music, programs of music, and performances based on criteria , <i>personal decision-making, research, and understanding of contexts</i> .	Evaluate

Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Music - Traditional and Emerging Ensembles Strand						
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?					Connecting
	Novice	Intermediate	Proficient	Accomplished	Advanced	
	MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.1la Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.1lla Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					Connecting
	Novice	Intermediate	Proficient	Accomplished	Advanced	
	MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.E.1la Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.E.1lla Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

*Green text indicates modifications by Music Executive Committee members

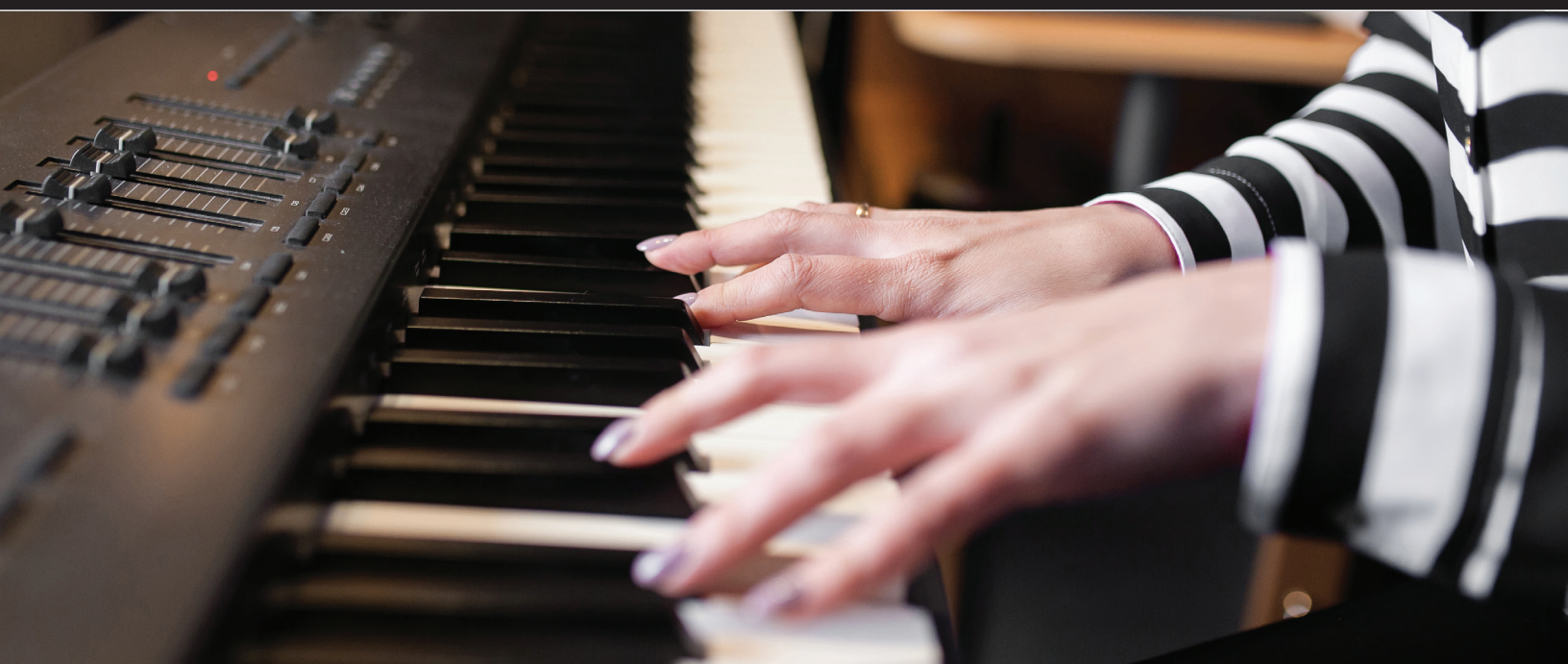


IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

Technology



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
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Idaho Fine Arts Standards – Music Technology, August 11, 2016

Music - Music Technology Strand				
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?			Creating
	HS Proficient	HS Accomplished	HS Advanced	
Imagine	MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools .	MU:Cr1.1.T.IIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources .	MU:Cr1.1.T.IIIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems .	Imagine
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?			Creating
	HS Proficient	HS Accomplished	HS Advanced	
Plan & Make	MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources .	MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work <i>that exhibits unity and variety</i> using digital and analog tools .	MU:Cr2.1.T.IIIa Select, develop, <i>and organize</i> 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 .	Plan & Make
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?			Creating
	HS Proficient	HS Accomplished	HS Advanced	
Evaluate & Refine	MU:Cr3.1.T.Ia 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 .	MU:Cr3.1.T.IIa <i>Develop and implement varied strategies to improve</i> and refine the technical and expressive aspects of draft compositions and improvisations .	MU:Cr3.1.T.IIIa Develop and implement varied strategies <i>and apply appropriate criteria</i> to improve and refine the technical and expressive aspects of draft compositions and improvisations .	Evaluate & Refine
Creating	Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?			Creating
	HS Proficient	HS Accomplished	HS Advanced	
Present	MU:Cr3.2.T.Ia 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 .	MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an <i>accomplished</i> level of musical and technological craftsmanship <i>as well as the use of digital and analog tools and resources</i> in developing and organizing musical ideas .	MU:Cr3.2.T.IIIa Share <i>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.</i>	Present

Idaho Fine Arts Standards – Music Technology

Music - Music Technology Strand				
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence Essential Question(s): How do performers select repertoire?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Select	MU:Pr4.1.T.1a Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill .	MU:Pr4.1.T.1a 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 .	MU:Pr4.1.T.1a 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 .	Select
Performing	Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU:Pr4.2.T.1a Describe how context , structural aspects of the music, and digital media/ tools inform prepared and improvised performances .	MU:Pr4.2.T.1a Describe and demonstrate how context , theoretical and structural aspects of the music and digital media/ tools inform <i>and influence</i> prepared and improvised performances .	MU:Pr4.2.T.1a <i>Examine, evaluate and critique</i> how context , theoretical and structural aspects of the music and digital media/ tools inform and influence prepared and improvised performances .	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU:Pr4.3.T.1a Demonstrate how understanding the context , expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances .	MU:Pr4.3.T.1a 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.	MU:Pr4.3.T.1a Demonstrate how understanding the style , genre , context , and <i>integration</i> of digital technologies in a varied repertoire of music <i>informs</i> and influences prepared and improvised performances <i>and their ability</i> to connect with audiences.	Interpret
Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, Essential Question(s): How do musicians improve the quality of their performance?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Rehearse, Evaluate, & Refine	MU:Pr5.1.T.1a Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	MU:Pr5.1.T.1a <i>Develop and</i> implement rehearsal strategies to improve <i>and refine</i> the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	MU:Pr5.1.T.1a <i>Apply appropriate criteria as well as feedback from multiple sources</i> and develop and implement <i>varied</i> strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in <i>varied programs</i> of music.	Rehearse, Evaluate, & Refine
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Present	MU:Pr6.1.T.1a Using digital tools , demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	MU:Pr6.1.T.1a Using digital tools and resources , demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music <i>representing diverse cultures , styles , and genres</i> .	MU:Pr6.1.T.1a <i>Integrating digital and analog tools and resources</i> , 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 .	Present
	MU:Pr6.1.T.1b Demonstrate an understanding of the context of music through prepared and improvised performances .	MU:Pr6.1.T.1b <i>Demonstrate an understanding of the expressive intent</i> when connecting with an audience through prepared and improvised performances .	MU:Pr6.1.T.1b <i>Demonstrate an ability</i> to connect with audience members before, and engaging with and responding to them during prepared and improvised performances .	

Idaho Fine Arts Standards – Music Technology

Music - Music Technology Strand				
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Select	MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music , digital and electronic aspects, and connections to interest or purpose .	MU:Re7.I.T.IIa <i>Select and critique contrasting musical works, defending opinions</i> based on manipulations of the elements of music , digital and electronic aspects, and the purpose and context of the works.	MU:Re7.I.T.IIIa Select, <i>describe and compare a variety of musical selections</i> based on <i>characteristics</i> and knowledge of the music, <i>understanding</i> of digital and electronic aspects, and the purpose and context of the works.	Select
Responding	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.	MU:Re7.2.T.IIa Explain how an analysis of the structure , context , and technological aspects of the music informs the response.	MU:Re7.2.T.IIIa <i>Demonstrate and justify</i> how an analysis of the structural characteristics, context , and <i>technological and creative decisions, informs interest in and response to the music</i> .	Analyze
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators’ and performers’ expressive intent?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU:Re8.1.T.Ia Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music , digital and electronic features, and purpose .	MU:Re8.1.T.IIa <i>Connect</i> the influence of the treatment of the elements of music , digital and electronic features, context , purpose , and <i>other art forms</i> to the expressive intent of musical works .	MU:Re8.1.T.IIIa <i>Examine, cite research and multiple sources</i> 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 .	Interpret
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Evaluate	MU:Re9.1.T.Ia Evaluate music using criteria based on analysis , interpretation , digital and electronic features, and personal interests.	MU:Re9.1.T.IIa <i>Apply criteria to evaluate music</i> based on analysis , interpretation , <i>artistic intent</i> , digital, electronic, and <i>analog</i> features, and musical qualities .	MU:Re9.1.T.IIIa <i>Develop and justify</i> the evaluation of a <i>variety of</i> music based on established and <i>personally-developed criteria</i> , digital, electronic and analog features, and <i>understanding of purpose and context</i> .	Evaluate

Music - Music Technology Strand				
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?			Connecting
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.T.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.T.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?			Connecting
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.T.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	