

Music - Traditional and Emerging Ensembles 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?					
	Novice		Intermediate	HS Proficient	HS Accomplished	HS 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 <i>from a variety of historical periods</i> studied in rehearsal.	MU:Cr1.1.E.1la Compose and improvise ideas for arrangements, sections , and short compositions for specific purposes that reflect characteristic(s) of music <i>from a variety of cultures</i> studied in rehearsal.	MU:Cr1.1.E.1lla 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?					
	Novice		Intermediate	HS Proficient	HS Accomplished	HS Advanced
Plan and Make	MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	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 <i>from a variety of historical periods</i> studied in rehearsal.	MU:Cr2.1.E.1la Select and develop arrangements, sections , and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a <i>variety of cultures</i> studied in rehearsal.	MU:Cr2.1.E.1lla Select and develop composed and improvised ideas into draft musical works organized for a <i>variety of purpose s and contexts .</i>	Plan and 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.1lb Preserve draft compositions and improvisations through standard notation, audio, or video recording.	MU:Cr2.1.E.1llb 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?					
	Novice		Intermediate	HS Proficient	HS Accomplished	HS Advanced
Evaluate and 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.1la 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.1lla Evaluate and refine varied draft musical works based on <i>appropriate criteria, including the extent to which they address purposes and contexts .</i>	Evaluate and Refine
	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?					
	Novice		Intermediate	HS Proficient	HS Accomplished	HS 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 <i>address identified purposes .</i>	MU:Cr3.2.E.1la Share personally-developed arrangements, sections , and short compositions – individually or as an ensemble – that address identified purposes .	MU:Cr3.2.E.1lla Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts .	Present

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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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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 in the music, context, and the technical skill of the individual and ensemble.</i>	MU:Pr4.1.E.1a <i>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</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 performance.</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 performance.</i>	Select
	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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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 prepared or improvised performances.</i>	MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, <i>how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</i>	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 performances.</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
	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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 the style , genre , and context of a varied repertoire of music <i>influences</i> prepared and improvised performances as well as performers’ technical skill to connect with the audience.	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
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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Rehearse, Evaluate and Refine	MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	MU:Pr5.1.E.8a <i>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</i>	MU:Pr5.1.E.1a Develop strategies to address <i>expressive</i> 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 and 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?				
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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 <i>cultures and styles</i> .	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 <i>cultures, styles, and genres</i> .	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 <i>cultures, styles, genres, and historical periods</i> .	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</i> performances of a varied repertoire representing diverse <i>cultures, styles, genres, and historical periods</i> in multiple types of <i>ensemble</i> s.
	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 <i>expressive intent</i> by connecting with an audience through prepared and improvised performances .	MU:Pr6.1.E.11b Demonstrate an understanding of <i>intent</i> as a means for connecting with an audience through prepared and improvised performances .	MU:Pr6.1.E.111b Demonstrate an <i>ability</i> to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances .

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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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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> citing <i>knowledge of the music and the specified purpose</i> and context .	MU:Re7.1.E.1lla Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and <i>individual and ensemble purpose</i> and context .	Select
	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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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 passages 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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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)?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS 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 based on personally- or collaboratively-developed criteria</i> , 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

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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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
	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.	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?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	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 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.	