

<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>Process Component:</b> Imagine</p> <p><b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p><b>Essential Question:</b> How do musicians generate creative ideas?</p>			<b>Artistic Process:</b> Creating
<b>HS Proficient</b> <b>MU:Cr1.1.C.I</b>	<b>HS Accomplished</b> <b>MU:Cr1.1.C.II</b>	<b>HS Advanced</b> <b>MU:Cr1.1.C.III</b>	
Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, <b>moods</b> , visual images, and/or <b>storylines</b> .	Describe <i>and demonstrate</i> how sounds and <b>musical ideas</b> can be used to represent <b>sonic events</b> , <i>memories</i> , visual images, <i>concepts</i> , <i>texts</i> , or <b>storylines</b> .	Describe and demonstrate <i>multiple ways in which</i> sounds and <b>musical ideas</b> can be used to represent <i>extended</i> <b>sonic experiences</b> or <i>abstract ideas</i> .	

<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Organize and develop artistic ideas and work</p> <p><b>Process Component:</b> Plan and Make</p> <p><b>Enduring Understanding:</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question(s):</b> How do musicians make creative decisions?</p>			<b>Artistic Process:</b> Creating
<p><b>HS Proficient</b> <b>MU:Cr2.1.C.I</b></p>	<p><b>HS Accomplished</b> <b>MU:Cr2.1.C.II</b></p>	<p><b>HS Advanced</b> <b>MU:Cr2.1.C.II</b></p>	
<p><b>a.</b> Assemble and organize sounds or short <b>musical ideas</b> to <b>create</b> initial <b>expressions</b> of selected experiences, <b>moods</b>, images, or <b>storylines</b>.</p>	<p><b>a.</b> Assemble and organize multiple sounds or <b>musical ideas</b> to <b>create</b> initial expressive statements of selected <b>sonic events</b>, <i>memories</i>, images, <i>concepts</i>, <i>texts</i>, or <b>storylines</b>.</p>	<p><b>a.</b> Assemble and organize multiple sounds or extended <b>musical ideas</b> to <b>create</b> initial expressive statements of selected <i>extended</i> <b>sonic experiences</b> or <i>abstract ideas</i>.</p>	
<p><b>b.</b> Identify and describe the development of sounds or short <b>musical ideas</b> in drafts of music within <b>simple forms</b> (such as <b>one-part</b>, <b>cyclical</b>, or <b>binary</b>).</p>	<p><b>b.</b> Describe and explain the development of sounds and <b>musical ideas</b> in drafts of music within a variety of <b>simple</b> or <b>moderately complex forms</b> (such as <b>binary</b>, <b>rondo</b>, or <b>ternary</b>).</p>	<p><b>b.</b> Analyze and demonstrate the development of sounds and extended <b>musical ideas</b> in drafts of music within a <i>variety of</i> <b>moderately complex</b> or <b>complex forms</b>.</p>	

<b>Discipline:</b> Music – Composition and Theory Strand <b>Anchor Standard:</b> Refine and complete artistic work. <b>Process Component:</b> Evaluate and Refine <b>Enduring Understanding:</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <b>Essential Question(s):</b> How do musicians improve the quality of their creative work?			<b>Artistic Process:</b> Creating		
<b>HS Proficient</b> MU:Cr3.1.C.I		<b>HS Accomplished</b> MU:Cr3.1.C.II		<b>HS Advanced</b> MU:Cr3.1.C.III	
Identify, describe, and apply <b>teacher-provided criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.		Identify, describe, and apply <i>selected</i> <b>teacher-provided</b> or <b>personally-developed criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.		<i>Research, identify, explain,</i> and apply <b>personally-developed criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.	
<b>Discipline:</b> Music – Composition and Theory Strand <b>Anchor Standard:</b> Refine and complete artistic work. <b>Process Component:</b> Present <b>Enduring Understanding:</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication. <b>Essential Question(s):</b> When is creative work ready to share?			<b>Artistic Process:</b> Creating		
<b>HS Proficient</b> MU:Cr3.2.C.I		<b>HS Accomplished</b> MU:Cr3.2.C.II		<b>HS Advanced</b> MU:Cr3.2.C.III	
<b>a. Share</b> music through the use of notation, <b>performance</b> , or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b> .		<b>a. Share</b> music through the use of notation, <i>solo or group</i> <b>performance</b> , or technology, and demonstrate and <i>describe</i> how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b> .		<b>a. Share</b> music through the use of notation, solo or group <b>performance</b> , or technology, and demonstrate <i>and explain</i> how the <b>elements of music</b> , <b>compositional techniques</b> and processes have been employed to realize <b>expressive intent</b> .	
<b>b.</b> Describe the given <b>context</b> and performance medium for presenting personal works, and how they impact the final <b>composition</b> and presentation.		<b>b.</b> Describe the <i>selected</i> <b>contexts</b> and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final <b>composition</b> and presentation.		<b>b.</b> Describe a <i>variety of possible</i> <b>contexts</b> and <i>mediums</i> for presenting personal works, and <i>explain and compare how each could impact the success of</i> the final <b>composition</b> and presentation.	

<b>Discipline:</b> Music – Composition and Theory Strand		<b>Artistic Process:</b> Performing	
<b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.			
<b>Process Component:</b> Select			
<b>Enduring Understanding:</b> Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.			
<b>Essential Question(s):</b> How do performers select repertoire?			
<b>HS Proficient</b> <b>MU:Pr4.1.C.I</b>		<b>HS Accomplished</b> <b>MU:Pr4.1.C.II</b>	
Identify and select specific excerpts, passages, or <b>sections in musical works</b> that express a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part</b> , <b>cyclical</b> , <b>binary</b> ).		Identify and select specific passages, <b>sections</b> , or <i>movements in <b>musical works</b></i> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>simple forms</b> (such as <b>binary</b> , <b>ternary</b> , <b>rondo</b> ) or <b>moderately complex forms</b> .	
<b>HS Advanced</b> <b>MU:Pr4.1.C.III</b>		Identify and select specific <b>sections</b> , movements, or <i>entire works</i> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex</b> or <b>complex forms</b> .	
<b>Discipline:</b> Music – Composition and Theory Strand		<b>Artistic Process:</b> Performing	
<b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.			
<b>Process Component:</b> Analyze			
<b>Enduring Understanding:</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.			
<b>Essential Question(s):</b> How does understanding the structure and context of musical works inform performance?			
<b>HS Proficient</b> <b>MU:Pr4.2.C.I</b>		<b>HS Accomplished</b> <b>MU:Pr4.2.C.II</b>	
<b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to <b>style</b> and <b>mood</b> , and explain the implications for rehearsal or <b>performance</b> .		<b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to the <b>style</b> , <b>function</b> , and <b>context</b> , and explain the implications for rehearsal and <b>performance</b> .	
<b>HS Advanced</b> <b>MU:Pr4.2.C.III</b>		<b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ), and <b>compositional techniques</b> of selected works relate to the <b>style</b> , <b>function</b> , and <b>context</b> , and explain and support the <b>analysis</b> and its implications for rehearsal and <b>performance</b> .	

<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.</p> <p><b>Process Component:</b> Interpret</p> <p><b>Enduring Understanding:</b> Performers make interpretive decisions based on their understanding of context and intent.</p> <p><b>Essential Question(s):</b> How do performers interpret musical works?</p>			<p><b>Artistic Process:</b> Performing</p>		
<p><b>HS Proficient</b> <b>MU:Pr4.3.C.I</b></p>		<p><b>HS Accomplished</b> <b>MU:Pr4.3.C.II</b></p>		<p><b>HS Advanced</b> <b>MU:Pr4.3.C.III</b></p>	
<p>Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b>, <b>style</b>, and <b>mood</b>, explaining how the interpretive choices reflect the creators' <b>intent</b>.</p>		<p>Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b>, <b>style</b>, <b>mood</b>, <b>function</b>, and <b>context</b>, explaining and <i>supporting</i> how the interpretive choices reflect the creators' <b>intent</b>.</p>		<p>Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b> (<i>including form</i>), <b>compositional techniques</b>, <b>style</b>, <b>function</b>, and <b>context</b>, explaining and <i>justifying</i> how the interpretive choices reflect the creators' <b>intent</b>.</p>	

<p><b>Discipline:</b> Music – Composition and Theory Strand <b>Artistic Process:</b> Performing</p> <p><b>Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Process Component:</b> Rehearse, Evaluate and Refine</p> <p><b>Enduring Understanding:</b> 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.</p> <p><b>Essential Question(s):</b> How do musicians improve the quality of their performance?</p>		
<p><b>HS Proficient</b> <b>MU:Pr5.1.C.I</b></p>	<p><b>HS Accomplished</b> <b>MU:Pr5.1.C.II</b></p>	<p><b>HS Advanced</b> <b>MU:Pr5.1.C.III</b></p>
<p><b>a.</b> Create rehearsal plans for works, identifying repetition and variation within the <b>form</b>.</p>	<p><b>a.</b> Create rehearsal plans for works, identifying the <b>form</b>, repetition and variation within the form, and the <b>style</b> and <b>historical</b> or <b>cultural context</b> of the work.</p>	<p><b>a.</b> Create rehearsal plans for works, identifying the <b>form</b>, repetition and variation within the form, <b>compositional techniques</b>, and the <b>style</b> and <b>historical</b> or <b>cultural context</b> of the work.</p>
<p><b>b.</b> Using <b>established criteria</b> and feedback, identify the way(s) in which <b>performances</b> convey the <b>elements of music</b>, <b>style</b>, and <b>mood</b>.</p>	<p><b>b.</b> Using <b>established criteria</b> and feedback, identify the ways in which performances convey the <b>formal design</b>, <b>style</b>, and <b>historical/cultural context</b> of the works.</p>	<p><b>b.</b> Using <b>established criteria</b> and feedback, identify the ways in which performances use <b>compositional techniques</b> and convey the <b>formal design</b>, <b>style</b>, and <b>historical/cultural context</b> of the works.</p>
<p><b>c.</b> Identify and implement strategies for improving the <b>technical</b> and <b>expressive aspects</b> of multiple works.</p>	<p><b>c.</b> Identify and implement strategies for improving the <b>technical</b> and <b>expressive aspects</b> of <i>varied</i> works.</p>	<p><b>c.</b> Identify, <i>compare</i>, and implement strategies for improving the <b>technical</b> and <b>expressive aspects</b> of multiple <i>contrasting</i> works.</p>

<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Convey meaning through the presentation of artistic work</p> <p><b>Process Component:</b> Present</p> <p><b>Enduring Understanding:</b> 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.</p> <p><b>Essential Question(s):</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		
<p><b>HS Proficient</b> <b>MU:Pr6.1.C.I</b></p>	<p><b>HS Accomplished</b> <b>MU:Pr6.1.C.II</b></p>	<p><b>HS Advanced</b> <b>MU:Pr6.1.C.III</b></p>
<p><b>a.</b> Share live or recorded <b>performances</b> of works (both personal and others'), and explain how the <b>elements of music</b> are used to convey <b>intent</b>.</p>	<p><b>a.</b> Share live or recorded <b>performances</b> of works (both personal and others'), and explain how the <b>elements of music</b> and <b>compositional techniques</b> are used to convey <b>intent</b>.</p>	<p><b>a.</b> Share live or recorded <b>performances</b> of works (both personal and others'), and explain <i>and/or demonstrate understanding of</i> how the <b>expressive intent</b> of the music is conveyed.</p>
<p><b>b.</b> Identify how <b>compositions</b> are appropriate for an audience or <b>context</b>, and how this will shape future compositions.</p>	<p><b>b.</b> <i>Explain</i> how <b>compositions</b> are appropriate for <i>both</i> audience <i>and</i> <b>context</b>, and how this will shape future compositions.</p>	<p><b>b.</b> Explain how <b>compositions</b> are appropriate for a <i>variety of audiences and contexts</i>, and how this will shape future compositions.</p>

<b>Discipline:</b> Music – Composition and Theory Strand <b>Anchor Standard:</b> Perceive and analyze artistic work. <b>Process Component:</b> Select <b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. <b>Essential Question(s):</b> How do individuals choose music to experience?		<b>Artistic Process:</b> Responding	
<b>HS Proficient</b> <b>MU:Re7.1.C.I</b>	<b>HS Accomplished</b> <b>MU:Re7.1.C.II</b>	<b>HS Advanced</b> <b>MU:Re7.1.C.III</b>	
Apply <b>teacher-provided criteria</b> to select music that expresses a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part</b> , <b>cyclical</b> , <b>binary</b> ), and describe the choices as models for <b>composition</b> .	Apply <b>teacher-provided</b> or <b>personally-developed criteria</b> to select music that expresses <i>personal experiences and interests</i> , <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>simple</b> or <b>moderately complex forms</b> , and describe and defend the choices as models for <b>composition</b> .	Apply <i>researched</i> or <b>personally-developed criteria</b> to select music that expresses personal experiences and interests, visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex</b> or <b>complex forms</b> , and describe and <i>justify</i> the choice as models for <b>composition</b> .	
<b>Discipline:</b> Music – Composition and Theory Strand <b>Anchor Standard:</b> Perceive and analyze artistic work. <b>Process Component:</b> Analyze <b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. <b>Essential Question(s):</b> How does understanding the structure and context of music inform a response?		<b>Artistic Process:</b> Responding	
<b>HS Proficient</b> <b>MU:Re7.2.C.I</b>	<b>HS Accomplished</b> <b>MU:Re7.2.C.II</b>	<b>HS Advanced</b> <b>MU:Re7.2.C.III</b>	
<b>Analyze</b> aurally the <b>elements of music</b> (including <b>form</b> ) of <b>musical works</b> , relating them to <b>style</b> , <b>mood</b> , and <b>context</b> , and describe how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	<b>Analyze</b> aurally <i>and/or by reading the</i> <b>scores of musical works</b> the <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> and <b>procedures</b> , relating them to <b>style</b> , <b>mood</b> , and <b>context</b> ; and <i>explain</i> how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	<b>Analyze</b> aurally <i>and/or by reading the</i> <b>scores of musical works</b> the <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> and <b>procedures</b> , relating them to <i>aesthetic effectiveness</i> , <b>style</b> , <b>mood</b> , and <b>context</b> ; and explain how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	



<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Interpret intent and meaning in artistic work</p> <p><b>Process Component:</b> Interpret</p> <p><b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Question(s):</b> How do we discern musical creators’ and performers’ expressive intent?</p>			<b>Artistic Process:</b> Responding
<p><b>HS Proficient</b> <b>MU:Re8.1.C.I</b></p>	<p><b>HS Accomplished</b> <b>MU:Re8.1.C.II</b></p>	<p><b>HS Advanced</b> <b>MU:Re8.1.C.III</b></p>	
<p>Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers’ <b>intent</b> by citing <b>technical</b> and <b>expressive aspects</b> as well as the <b>style/genre</b> of each work.</p>	<p>Develop and <i>support</i> <b>interpretations</b> of varied works, demonstrating an understanding of the composers’ <b>intent</b> by citing <i>the use of</i> <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b>, and the <b>style/genre</b> and <b>context</b> of each work.</p>	<p>Develop, <i>justify</i> and <i>defend</i> <b>interpretations</b> of varied works, demonstrating an understanding of the composers’ <b>intent</b> by citing the use of <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b>, and the <b>style/genre</b> and <b>context</b> of each work.</p>	

<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Apply criteria to evaluate artistic work.</p> <p><b>Process Component:</b> Evaluate</p> <p><b>Enduring Understanding:</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Question(s):</b> How do we judge the quality of musical work(s) and performance(s)?</p>			<p><b>Artistic Process:</b> Responding</p>		
<p><b>HS Proficient</b> <b>MU:Re9.1.C.I</b></p>		<p><b>HS Accomplished</b> <b>MU:Re9.1.C.II</b></p>		<p><b>HS Advanced</b> <b>MU:Re9.1.C.III</b></p>	
<p><b>a.</b> Describe the effectiveness of the <b>technical</b> and <b>expressive aspects</b> of selected music and <b>performances</b>, demonstrating understanding of <b>fundamentals of music theory</b>.</p>		<p><b>a.</b> <i>Explain</i> the effectiveness of the <b>technical</b> and <b>expressive aspects</b> of selected music and <b>performances</b>, demonstrating understanding of <b>music theory</b> as well as <b>compositional techniques</b> and <b>procedures</b>.</p>		<p><b>a.</b> Evaluate the effectiveness of the <b>technical</b> and <b>expressive aspects</b> of selected music and <b>performances</b>, demonstrating understanding of <i>theoretical concepts</i> and complex <b>compositional techniques</b> and <b>procedures</b>.</p>	
<p><b>b.</b> Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.</p>		<p><b>b.</b> Describe ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process.</p>		<p><b>b.</b> 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.</p>	

<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Process Component:</b></p> <p><b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p> <p><b>Essential Question(s):</b> How do musicians make meaningful connections to creating, performing and responding?</p>		
<p><b>HS Proficient</b> <b>MU:Cn10.0.C.I</b></p>	<p><b>HS Accomplished</b> <b>MU:Cn10.0.C.II</b></p>	<p><b>HS Advanced</b> <b>MU:Cn10.0.C.III</b></p>
<p><b>MU:Cn10.0.C.Ia</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1.C.Ia</b> Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, <b>moods</b>, visual images, and/or <b>storylines</b>.</p> <p><b>MU:Cr3.2.C.Ia</b> <b>Share</b> music through the use of notation, <b>performance</b>, or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b>.</p> <p><b>MU:Pr4.1.C.Ia</b> Identify and select specific excerpts, passages, or <b>sections in musical works</b> that express a personal experience, <b>mood</b>, visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part</b>, <b>cyclical</b>, <b>binary</b>).</p> <p><b>MU:Re8.1.C.Ia</b> Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing <b>technical</b> and <b>expressive aspects</b> as well as the <b>style/genre</b> of each work.</p>	<p><b>MU:Cn10.0.C.IIa</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1.C.IIa</b> Describe <i>and demonstrate</i> how sounds and <b>musical ideas</b> can be used to represent <b>sonic events</b>, <i>memories</i>, visual images, <i>concepts</i>, <i>texts</i>, or <b>storylines</b>.</p> <p><b>MU:Cr3.2.C.IIa</b> <b>Share</b> music through the use of notation, <i>solo or group</i> <b>performance</b>, or technology, and demonstrate <i>and describe</i> how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b>.</p> <p><b>MU:Pr4.1.C.IIa</b> Identify and select specific passages, <b>sections</b>, or <i>movements in musical works</i> that express personal experiences and interests, <b>moods</b>, visual images, concepts, texts, or <b>storylines</b> in <b>simple forms</b> (such as <b>binary</b>, <b>ternary</b>, <b>rondo</b>) or <b>moderately complex forms</b>.</p> <p><b>MU:Re8.1.C.IIa</b> Develop and support <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing their use of <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b>, and the <b>style/genre</b> and <b>context</b> of each work.</p>	<p><b>MU:Cn10.0.C.IIIa</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1.C.IIIa</b> Describe and demonstrate <i>multiple ways in which</i> sounds and <b>musical ideas</b> can be used to represent <i>extended</i> <b>sonic experiences</b> or <i>abstract ideas</i>.</p> <p><b>MU:Cr3.2.C.IIIa</b> <b>Share</b> music through the use of notation, solo or group <b>performance</b>, or technology and demonstrate <i>and explain</i> how the <b>elements of music</b>, <b>compositional techniques</b> and <i>processes</i> have been employed to realize <b>expressive intent</b>.</p> <p><b>MU:Pr4.1.C.IIIa</b> Identify and select specific <b>sections</b>, movements, or <i>entire works</i> that express personal experiences and interests, <b>moods</b>, visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex</b> or <b>complex forms</b>.</p> <p><b>MU:Re8.1.C.IIIa</b> Develop, <i>justify</i>, and <i>defend</i> interpretations of varied works, demonstrating an understanding of the composers' musical and <b>expressive intent</b> by citing their use of <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b>, and the <b>style/genre</b> and <b>context</b> of each work.</p>

<p><b>Discipline:</b> Music – Composition and Theory Strand</p> <p><b>Anchor Standard:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p><b>Process Component:</b></p> <p><b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p><b>Essential Question(s):</b> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>		
<p><b>HS Proficient</b> <b>MU:Cn11.0.C.I</b></p>	<p><b>HS Accomplished</b> <b>MU:Cn11.0.C.II</b></p>	<p><b>HS Advanced</b> <b>MU:Cn11.0.C.III</b></p>
<p><b>MU:Cn11.0.C.Ia</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr2.1.C.Ia</b> Assemble and organize sounds or short <b>musical ideas</b> to <b>create</b> initial <b>expressions</b> of selected experiences, <b>moods</b>, images, or <b>storylines</b>.</p> <p><b>MU:Pr4.2.C.Ia</b> <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>) of the selected work(s) relate to the <b>style</b> and <b>mood</b>, and explain the implications for rehearsal or <b>performance</b>.</p> <p><b>MU:Pr6.1.C.Ib</b> Identify how <b>compositions</b> are appropriate for an audience or <b>context</b>, and how this will shape future compositions.</p> <p><b>MU:Re7.2.C.Ia</b> <b>Analyze</b> aurally the <b>elements of music</b> (including <b>form</b>) of <b>musical works</b>, relating them to <b>style</b>, <b>mood</b>, and <b>context</b>, and describe how the <b>analysis</b> provides models for personal growth as <b>composer</b>, performer, and/or listener.</p>	<p><b>MU:Cn11.0.C.IIa</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr2.1.C.IIa</b> Assemble and organize multiple sounds or <b>musical ideas</b> to <b>create</b> an initial expressive statement of selected <b>sonic events</b>, <i>memories</i>, images, <i>concepts</i>, <i>texts</i>, or <b>storylines</b>.</p> <p><b>MU:Pr4.2.C.IIa</b> <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>) of the selected work(s) relate to the <b>style</b>, <b>function</b>, and <b>context</b>, and explain the implications for rehearsal and <b>performance</b>.</p> <p><b>MU:Pr6.1.C.IIb</b> <i>Explain</i> how <b>compositions</b> are appropriate for <i>both</i> audience and <b>context</b>, and how this will shape future compositions.</p> <p><b>MU:Re7.2.C.IIa</b> <b>Analyze</b> aurally <i>and/or by reading the scores</i> of <b>musical works</b>, the <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b> and <b>procedures</b>, relating them to <b>style</b>, <b>mood</b>, and <b>context</b>; and <i>explain</i> how the <b>analysis</b> provides models for personal growth as <b>composer</b>, performer, and/or listener.</p>	<p><b>MU:Cn11.0.C.IIIa</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr2.1.C.IIIa</b> Assemble and organize multiple sounds or extended <b>musical ideas</b> to <b>create</b> initial expressive statements of selected <i>extended</i> <b>sonic experiences</b> or <i>abstract ideas</i>.</p> <p><b>MU:Pr4.2.C.IIIa</b> <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>) and <b>compositional techniques</b> of the selected work(s) relate to the <b>style</b>, <b>function</b>, and <b>context</b>, and explain and support the <b>analysis</b> and its implications for rehearsal and <b>performance</b>.</p> <p><b>MU:Pr6.1.C.IIIb</b> <i>Explain</i> how <b>compositions</b> are appropriate for a <i>variety of audiences and</i> <b>contexts</b>, and how this will shape future compositions.</p> <p><b>MU:Re7.2.C.IIIa</b> <b>Analyze</b> aurally <i>and/or by reading the scores</i> of <b>musical works</b> the <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b> and <b>procedures</b>, relating them to <i>aesthetic effectiveness</i>, <b>style</b>, <b>mood</b>, and <b>context</b>; and explain how the <b>analysis</b> provides models for personal growth as <b>composer</b>, performer, and/or listener.</p>