

Progressive Skills By Grade Level: Music

PROGRESSIVE SKILLS BY GRADE LEVEL: MUSIC						
District Curriculum: <i>Game Plan</i> (Kid Sound © 2012)						
STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
CREATING: Conceiving & developing new artistic ideas & work						
RHYTHM						
Explore pulse & steady beat (K.AS1, 1.AS1)		X	X			
Explore tempo (K.AS1, 1.AS1)		X	X			
Explore duration (fast v. slow) (K.AS1, 1.AS1)		X	X			
Explore sound vs silence (K.AS1, 1.AS1)		X	X	X		
Explore basic meter (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Explore note & rest values (quarter, eighth) (1.AS1, 2.AS1, 3.AS1, 4.AS1)			X	X	X	X
Differentiate beamed v. flagged eighth notes (2.AS1, 3.AS1, 4.AS1)				X	X	X
Explore half notes & rests (2.AS1, 3.AS1, 4.AS1)				X	X	X
Explore time signature (2/4, 3/4, 4/4) (2.AS1, 3.AS1, 4.AS1)				X	X	X
Explore whole notes & rests (3.AS1, 4.AS1)					X	X
Experience pitched & unpitched instruments (3.AS1, 4.AS1)					X	X
Improvise on recorder (4.AS1)						X
Create short rhythmic patterns (K.AS2, 1.AS2, 2.AS2, 3.AS2, 4.AS2)		X	X	X	X	
Create varied & combined rhythmic patterns (2.AS3, 3.AS3, 4.AS3)				X	X	X
MELODY						

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Explore vocal tone production (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Recognize & explore high & low sounds (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Recognize & explore up-down tones (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Experience <i>sol-mi-re-do-la</i> melodies (3.AS1, 4.AS1)					X	X
Explore musical staff; treble & bass clef (2.AS1, 3.AS1, 4.AS1)				X	X	X
Explore major scale (4.AS1)						X
Explore counter melody (4.AS1)						X
Compose basic melodic patterns (4.AS2)						X
HARMONY						
Explore mallet technique (K.AS1, 1.AS1, 2.AS1, 3.AS1, 4.AS1)		X	X	X	X	X
Explore <i>bordun</i> (open 5th)/ <i>ostinato</i> /drone (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Explore major vs minor sounds (1.AS1, 2.AS1, 3.AS1, 4.AS1)			X	X	X	X
Experience 2-part score reading (3.AS1, 4.AS1)					X	X
Experience canon/round (4.AS1)						X
Experience I-V harmonic movement (4.AS1)						X
FORM						
Explore same vs different forms (K.AS1, 1.AS1, 2.AS1, 3.AS1)		X	X	X	X	
Explore phrase within form (K.AS1, 1.AS1, 2.AS1, 3.AS1)		X	X	X	X	

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Explore time/space/shape/force in movement (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Explore introduction & repeat signs (1.AS1, 2.AS1, 3.AS1)			X	X	X	
Explore <i>coda</i> (2.AS1, 3.AS1)				X	X	
Explore bar/double bar lines & measures (2.AS1, 3.AS1, 4.AS1)				X	X	X
Explore <i>rondo</i> form (4.AS1)						X
Experience additive form (4.AS1)						X
EXPRESSIVE QUALITIES						
Explore <i>timbre</i> (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Explore dramatic play & body awareness (K.AS1, 1.AS1)		X	X			
Explore & create vocal qualities (K.AS1, 1.AS1)		X	X			
Explore dynamics (loud vs quiet/soft) (K.AS1, 1.AS1, 2.AS1)		X	X	X		
Explore <i>forte-piano</i> (2.AS1, 3.AS1, 4.AS1)				X	X	X
Explore musical accent (2.AS1, 3.AS1, 4.AS1)				X	X	X
Explore <i>crescendo</i> & <i>decrescendo</i> (3.AS1, 4.AS1)					X	X
Explore <i>pianissimo</i> & <i>fortissimo</i> (4.AS1, 4.AS2)						X
Explore & create with body percussion (1.AS2, 2.AS2, 3.AS2, 4.AS2)			X	X	X	X
Explore & create with hand drum technique (1.AS2, 2.AS2, 3.AS2, 4.AS2)			X	X	X	X
Explore & create with barred instruments (2.AS2, 3.AS2, 4.AS2)				X	X	X

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
PERFORMING: Realizing artistic ideas & work through interpretation & presentation						
RHYTHM						
Explore, identify & use short & long sounds (K.AS4.2, 1.AS4.2)		X	X			
Move to a steady beat in various tempos (K.AS4.2, 1.AS4.2, 2.AS4.2)		X	X	X		
Read & perform music with appropriate rhythms, meter & time signature (2.AS4.2, 3.AS4.2, 4.AS4.2)				X	X	X
Demonstrate eighth, quarter, half, dotted half & whole notes (3.AS4.2, 4.AS4.2)					X	X
Demonstrate eighth, quarter, half, dotted half & whole rests (3.AS4.2, 4.AS4.2)					X	X
Perform Question-Answer with body percussion (3.AS4.2, 4.AS4.2)					X	X
Demonstrate conducting in a 3 pattern (4.AS5)						x
MELODY						
Sing songs that include so-mi patterns (K.AS4.1, 1.AS4.1)		X	X			
Sing songs that include so-la-mi patterns & hand signs (1.AS4.1, 2.AS4.1)			X	X		
Sing songs that include mi-re-do, sol-mi-re-do, sol-mi-do & sol-mi-la-do patterns (2.AS4.1, 3.AS4.1, 4.AS4.1)				X	X	X
Sing songs that include sol-mi-re-do-la patterns (3.AS4.1, 4.AS4.1)					X	X
Perform scales (4.AS4.1)						X

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Match pitch when singing echo, call-response songs (K.AS4.2, 1.AS4.2, 2.AS4.2)		X	X	X		
Identify & demonstrate melodic contour (1.AS4.2, 2.AS4.2, 3.AS4.2)			X	X	X	
Match pitch when singing music based on pentatonic scale (3.AS4.2, 4.AS4.2)					X	X
Match pitch when singing music based on diatonic scale (4.AS4.2)						X
Read & play simple melodies on recorder (BAGEDc) (4.AS4.2)						X
Demonstrate Question-Answer on recorder in G major & e minor pentatonic (4.AS4.2)						X
Perform countermelody (4.AS4.3)						X
Rehearse, adjust & refine music through reflection & evaluation (3.AS5, 4.AS5)					X	X
Demonstrate proper musical skills & technique while playing instruments & singing (4.AS5)						X
Present repertoire of folk, seasonal, multicultural & patriotic music (K.AS6, 1.AS6, 2.AS6, 3.AS6, 4.AS6)		X	X	X	X	X
HARMONY						
Play mallet instruments (K.AS4.1, 1.AS4.1, 2.AS4.1, 3.AS4.1, 4.AS4.1)		X	X	X	X	X
Perform simple <i>bordun</i> (open 5th), <i>ostinato</i> (1.AS4.2, 2.AS4.2, 3.AS4.2)			X	X	X	
Perform suspended pitch (2.AS4.2, 3.AS4.2, 4.AS4.2)				X	X	X
Perform canon/round (4.AS4.2)						X

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Demonstrate proper mallet technique (3.AS4.2, 4.AS4.2)					X	X
Demonstrate crossover <i>bordun</i> (open 5th) (3.AS4.2, 4.AS4.2)					X	X
Demonstrate level & moving <i>bordun</i> (open 5th) (4.AS4.2)						X
Demonstrate & perform 2-part score reading (4.AS4.3, 4.AS6)						X
FORM						
Perform AB & ABA form (1.AS4.2, 2.AS4.2, 3.AS4.2, 4.AS4.2)			X	X	X	X
Perform ABC form (2.AS4.2, 3.AS4.2, 4.AS4.2)				X	X	X
Perform extended form (3.AS4.2, 4.AS4.2)					X	X
Identify beginning & end of a musical phrase (3.AS4.2, 4.AS4.2)					X	X
Perform 12-bar blues (4.AS4.2)						X
Identify musical phrases in a piece of music (4.AS4.3)						X
EXPRESSIVE QUALITIES						
Play & perform music using non-pitched instruments (K.AS4.2, 1.AS4.2, 2.AS4.2)		X	X	X		
Demonstrate musical accent on hand drum (3.AS4.2, 4.AS4.2)					X	X
Identify & perform <i>fermata</i> (3.AS4.2, 4.AS4.2)					X	X
Understand & use <i>forte</i> (<i>f</i>) & <i>piano</i> (<i>p</i>) (2.AS4.3, 3.AS4.3, 4.AS4.3)				X	X	X

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Understand & use slow, medium & fast tempos (speeds) (2.AS4.3, 3.AS4.3, 4.AS4.3)				X	X	X
Use <i>crescendo</i> & <i>decrescendo</i> to express dynamics (3.AS4.3, 4.AS4.3)					X	X
Understand & use <i>fortissimo</i> (ff) & <i>pianissimo</i> (pp) (4.AS4.3)						X
RESPONDING: Understanding & evaluating how the arts convey meaning						
RHYTHM						
Identify long & short sounds when listening to music (K.AS7.2, 1.AS7.2)		X	X			
Identify quarter note & rests & paired eighth notes when listening to music (1.AS7.2, 2.AS7.2, 3.AS7.2, 4.AS7.2)			X	X	X	X
Identify half notes & rests when listening to music (2.AS7.2, 3.AS7.2, 4.AS7.2)				X	X	X
Identify/label dotted half notes & sixteenth notes in music (3.AS7.2, 4.AS7.2)					X	X
Identify rhythmic patterns, including sixteenth to whole notes & rests & triplets (4.AS7.2)						X
Recognize & label pick-up notes (anacrusis) (4.AS7.3)						X
MELODY						
Recognize aurally upward & downward sounds (K.AS7.2, 1.AS7.2)		X	X			
Recognize aurally high & low sounds (K.AS7.2, 1.AS7.2)		X	X			
Aurally recognize sol-mi interval (K.AS7.2, 1.AS7.2, 2.AS7.2)		X	X	X		

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Identify pitched & non-pitched instruments when listening (1.AS7.2, 2.AS7.2)			X	X		
Recognize melodic contour when listening to music (1.AS7.2, 2.AS7.2, 3.AS7.2)			X	X	X	
Aurally recognize intervals heard in music (2.AS7.2, 3.AS7.2, 4.AS7.2)				X	X	X
Identify a variety of intervals including <i>sol/mi/re/do/la</i> (3.AS7.2, 4.AS7.2)					X	X
Identify basic melodic patterns & simple melodies in musical composition (4.AS7.2)						X
Label canon/round (3.AS8, 4.AS8)					X	X
Label music staff, including treble clef lines & spaces (3.AS8, 4.AS8)					X	X
Identify & label <i>ti</i> (4.AS8)						X
Identify & label ledger lines (4.AS8)						X
Identify & label sharps & flats (4.AS8)						X
HARMONY						
Differentiate major vs minor tonalities in music listening (4.AS7.2)						X
FORM						
Examine & identify forms of music, including AB, ABA, ABC & <i>rondo</i> (3.AS7.2, 4.AS7.2)					X	X
Identify interlude in music listening (3.AS7.2, 4.AS7.2)					X	X
Label <i>rondo</i> form (3.AS8, 4.AS8)					X	X
Label <i>D.C. al Fine</i> (4.AS8)						X

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
EXPRESSIVE QUALITIES						
Identify differences between speaking, singing, whispering & calling voices (K.AS7.2, 1.AS7.2, 2.AS7.2)		X	X	X		
Classify unpitched percussion, 4 levels of body percussion & pitched percussion (wood/metal) (1.AS7.2, 2.AS7.2, 3.AS7.2)			X	X	X	
Identify orchestral string & percussion families (3.AS7.2, 4.AS7.2)					X	X
Identify use of <i>staccato</i> , <i>legato</i> & accent (4.AS7.2)						X
Recognize dynamics (loud-quiet) & tempo (fast-slow) (K.AS8, 1.AS8, 2.AS8, 3.AS8, 4.AS8)		X	X	X	X	X
Identify <i>forte</i> (<i>f</i>) & <i>piano</i> (<i>p</i>) in music listening (2.AS8, 3.AS8, 4.AS8)				X	X	X
Recognize expressive qualities of different types of music (2.AS8, 3.AS8, 4.AS8)				X	X	X
Identify & recognize various dynamic & tempo markings (4.AS8)						X
Describe musical experiences from the community, culture & traditions of the students; describe a cultural aspect of music (1.AS9, 2.AS9, 3.AS9, 4.AS9)			X	X	X	X
CONNECTING: Relating artistic ideas & work with personal meaning & external context						
Engage the senses actively & purposefully while experiencing music (K.AS10, 1.AS10, 2.AS10, 3.AS10, 4.AS10)		X	X	X	X	X

Progressive Skills By Grade Level: Music

STANDARDS	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Describe what is seen, felt & heard in response to music (K.AS10, 1.AS10, 2.AS10, 3.AS10, 4.AS10)		X	X	X	X	X
Reflect upon musical styles & genres & how they can be used to communicate for a specific purpose (K.AS10, 1.AS10, 2.AS10, 3.AS10, 4.AS10)		X	X	X	X	X
Demonstrate skills & processes common among arts disciplines, such as creating, practicing, performing & collaborating (K.AS11, 1.AS11, 2.AS11, 3.AS11, 4.AS11)		X	X	X	X	X

The Arts

KINDERGARTEN-12TH GRADE



The Arts Learning Standards

Music

by Grade Level

Adopted in 2017





Except where otherwise noted, the Washington Arts K–12 Learning Standards (<http://www.k12.wa.us/arts/Standards>) by the Office of Superintendent of Public Instruction (<http://k12.wa.us/>) are licensed under a Creative Commons Attribution Non-Commercial 4.0 International License (<https://creativecommons.org/licenses/by-nc/4.0/>).

Portions of this work are based on the National Core Arts Standards (<http://nationalartsstandards.org/>).
Copyright © 2015 National Coalition for Core Arts Standards/All Rights Reserved—Rights Administered by SEADAE.
Sections highlighting anchor and performance standards, enduring understandings, and essential questions.

OSPI Document Number: 17–0011

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Washington State K–12 Arts Learning Standards for Music

**Learning and Teaching
Office of Superintendent of Public Instruction**

Anne Banks, The Arts Program Supervisor

**Chris Reykdal
Superintendent of Public Instruction**

**Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent**

**Kathe Taylor, Ph.D.
Assistant Superintendent
Learning and Teaching**

March 2017



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

The Arts K–12 Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts Adoption Statement

The state of Washington recognizes that the arts are an integral part of every student's educational experience. The 2017 Arts K–12 Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts provide a framework for effective K–12 arts education by setting out a coherent structure for building students' knowledge, understanding, and skills, while also encouraging them to explore and express their own creativity. These standards include the National Core Arts Standards, along with additional content developed by K–12 educators in the arts. These educators came together from across the state to participate in the Arts Cadre, which developed "suggestions for students" and "examples" to accompany the standards, thereby providing more specificity and practical ideas for demonstrating the knowledge and skills indicated.

The arts learning standards have been reviewed and received input from stakeholders throughout the state; this process included a bias and sensitivity review, public comment, and the input of the state Curriculum Advisory and Review Committee.

As Superintendent of Public Instruction, I support providing a well-rounded education for our students: the arts are an essential part of this. The arts teach to the whole child, engage all learning styles, and lead to the development of powerful learning habits that include such essential 21st Century Skills as creativity, collaboration, communication, and critical thinking. The arts also provide our students with keys to understanding the world around them and an array of strategies for learning, interpreting, and expressing their thoughts.

Pursuant to RCW 28A.655.070 and RCW 28A.150.210 and based on widespread support from educators, the state's Curriculum Advisory and Review Committee, and statewide arts education stakeholders, I hereby adopt the ***2017 Arts K–12 Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts***.

Adopted on this 22nd day of March 2017.

Chris Reykdal
Superintendent of
Public Instruction

Music—Table of Contents

Arts Education in Washington State	iii
The Arts Learning Standards—Overview and Development	iii
Washington State Learning Goals and the Purpose of the Standards	iv
Understanding and Using the Arts Standards	v
How to Navigate this K–12 Arts Learning Standards Document	ix
Arts Standards in the Classroom	x
Music—Kindergarten	1
Music—Grade 1	9
Music—Grade 2	17
Music—Grade 3	26
Music—Grade 4	35
Music—Grade 5	44
Music—Grade 6	53
Music—Grade 7	63
Music—Grade 8	72
Harmonizing Instruments—Novice	81
Harmonizing Instruments—Intermediate	89
Harmonizing Instruments—High School Proficient	97
Harmonizing Instruments—High School Accomplished	105
Harmonizing Instruments—High School Advanced	113
Traditional & Emerging Ensembles—Novice	121
Traditional & Emerging Ensembles—Intermediate	129
Traditional & Emerging Ensembles—High School Proficient	137
Traditional & Emerging Ensembles—High School Accomplished	146
Traditional & Emerging Ensembles—High School Advanced	155
Composition & Theory—High School Proficient	164
Composition & Theory—High School Accomplished	172
Composition & Theory—High School Advanced	180
Music Technology—High School Proficient	188
Music Technology—High School Accomplished	196

Music Technology—High School Advanced.....	204
Appendix 1: Pre-K Standards for Music	213
Appendix 2: Glossary for Music	218
Appendix 3: Acknowledgments	240

The Washington State

K–12 Arts Learning Standards for Music

Arts Education in Washington State

The vision of the Office of Superintendent of Public Instruction (OSPI) is to prepare students for college, career, and life. The arts, which include dance, media arts, music, theatre, and visual arts are a fundamental part of a well-rounded education and support OSPI’s vision by providing our students with unique skills and ways of comprehending and engaging with the world. Our belief is that quality instruction in the arts begins with and shall be provided by arts specialists and classroom teachers and can be enhanced by partnerships with professional organizations and community programs in the arts. This partnered instruction will enrich educational learning opportunities for students, ensuring that such opportunities are both purposeful and enjoyable. It will also support each student’s preparation for life as a contributing 21st-century citizen. We further believe that the arts integrate with all other subject areas and create meaningful learning opportunities for all learners.

Washington state law identifies the arts as a core content area and an essential part of the basic education goals of all school districts.

The Arts Learning Standards—Overview and Development

Washington’s previous arts learning standards addressed dance, music, theatre, and visual arts. When the National Core Arts Standards (NCAS) were published in June 2014, OSPI engaged a cadre of arts educators representing dance, music, theatre, and visual arts to review the Washington State Learning Standards in the Arts and compare them to the new national standards. After this intensive review, the cadre recommended that the national standards be adopted as the Washington State Learning Standards for the Arts and that media arts be added to the list of arts disciplines. Lastly, the cadre recommended that additional ideas, interpretations, and examples be appended to provide more specificity and guidance. As a result, Washington’s standards for dance, media arts, music, theatre, and visual arts are accompanied by supporting material under the headings *Suggestions for students* and *Examples*.

The arts standards development process mirrored that of other academic subject areas. Under current Washington state law (RCW 28A.655.070), the Office of Superintendent of Public Instruction has the responsibility to develop and maintain Washington’s academic learning standards consistent with the goals outlined in the Basic Education Act, RCW 28A.150.210. This

includes periodic review and possible revision of the standards. Prior to adopting state learning standards in any subject area, OSPI's process includes such key components as:

- Engaging statewide stakeholder groups in reviewing and vetting the draft standards.
- Comparing previous state learning standards with the revised standards.
- Participating in a bias and sensitivity process to gather recommendations for implementing the standards in a culturally sensitive and bias-free manner.
- Providing an opportunity for the public to provide input on the proposed drafts.

Engaging in this process allowed OSPI, along with statewide partners involved in developing transition and implementation plans and resources, to gather specific recommendations on critical issues related to the adoption and implementation of the new arts standards.

Washington State Learning Goals and the Purpose of the Standards

Learning standards are for all of us: students, principals, administrators, decision-makers, community partners, teachers, and families. They help define what is important for students to know and be able to do as they progress through school. Standards help ensure that students acquire the skills and knowledge they need to achieve personal and academic success. Standards also provide an avenue for promoting consistency in what is taught to students across our state—from district to district, school to school, and classroom to classroom.

Like all of the state's learning standards, the Washington State Learning Standards for the Arts are an essential part of the framework supporting Washington's learning goals, in accordance with which, every student will be able to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

(For full text and notes, see RCW 28A. 150.210)

To learn more about the National Core Arts Standards (NCAS) and obtain additional resources, visit www.nationalartsstandards.org/. To review the state's education goals and state laws related to K–12 arts education, see *The Arts: Laws and Regulations* page on OSPI's website: www.k12.wa.us/Arts/laws.aspx.

Understanding and Using the Arts Standards

The *K–12 Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts* can be downloaded from the Arts website at www.k12.wa.us/Arts and will be available on the OSPI Grade Level Standards & Resources website at <http://standards.ospi.k12.wa.us>.

Depending on the focus of arts education in a given district or school, one or more of the five *Arts Learning Standards* documents can be used to guide instruction and help students develop competency in the arts. Each document covers one of the arts disciplines.

What Are the Arts Disciplines?

The arts in Washington state are defined as dance, media arts, music, theatre, and visual arts. The learning standards describe a connected series, or continuum, of knowledge and skills that students should demonstrate as they become proficient in each discipline. The disciplines are described below; this document focuses on music.

dance	A student's dance-education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, folk, step, and square dance, as well as choreography, dance notation, dance history, dance anatomy, musical theatre, dance production, and improvisation.
--------------	--

media arts	A student's media arts-education experience may include, but is not limited to, photography, film, animation, broadcast technology (radio, T.V., and Internet), audio/video technology (T.V., radio, and audio projects, social media, and Internet projects), video game design, digital art and design, emerging technologies, visual communications, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) visual arts.
-------------------	---

music	A student's music-education experience may include, but is not limited to, general music, choir, band (e.g. basketball/pep, marching), orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, recording studio, International Baccalaureate (IB) Music, music history, drum line, world and historical music, opera, musical theatre, Mariachi, marimba, steel drums, world drumming, ukulele, guitar, and recorder.
--------------	---

theatre	A student's theatre-education experience may include, but is not limited to, acting, theatre, film acting and film-making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) Theatre.
----------------	---

visual arts	A student's visual arts-education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) Visual Arts.
--------------------	---

What Are the Arts Standards?

Eleven anchor standards define the general knowledge and skills that Washington’s students should demonstrate in the arts. The eleven anchor standards are arranged under four artistic processes (creating, performing/presenting/producing, responding, and connecting) and are the same in all five arts disciplines and at every grade level.

Washington’s Pre-K–12 Arts Learning Standards*				
	Creating	Performing/Presenting/ Producing	Responding	Connecting
ARTISTIC PROCESS	Conceiving and developing new artistic ideas and work.	Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*Washington adopted the National Core Arts Standards as the Washington State K–12 Arts Learning Standards: www.nationalartsstandards.org/

The anchor standards are supported by performance standards, which define more precisely the understanding, knowledge, and skills that students should develop in order to achieve competency at each grade level within each arts discipline.

In addition, this document includes “suggestions for students” and “examples” under the performance standards. These offer guidance for interpreting the standards and present potential learning opportunities with a specificity that will support and deepen students’ educational experiences.

The Structure of the K–12 Arts Learning Standards (Music)

The standards are arranged under four actions or skill sets called artistic processes:

Creating | **Performing/Presenting/Producing** | **Responding** | **Connecting**

Anchor Standards: The same eleven anchor standards apply to every arts discipline. They define the general knowledge and skills that the student must demonstrate in relation to the four artistic processes.

Each anchor standard is accompanied by an:

- **Enduring Understanding** (a statement that articulates the overarching idea of the standard as it relates to a particular arts discipline).
- **Essential Question** (a question or questions that guide students toward an understanding of the purpose of the standard).

Each arts discipline has its own set of enduring understandings and essential questions; they differ for each anchor standard, but are the same across grade levels.

Performance Standards:

Each anchor standard is further defined by one or more performance standards, which are discipline-specific and change with each grade level (K–8) and each level in high school. These articulate in a more measurable way the understanding, knowledge, and skills that students are meant to achieve and demonstrate.

Grades K–8	Novice	Intermediate	High School Proficient	High School Accomplished	High School Advanced
---------------	--------	--------------	---------------------------	-----------------------------	-------------------------

Suggestions and examples are not exhaustive or required, but rather provide a “springboard” for ideas. Educators are encouraged to explore multiple ways that learners can demonstrate their knowledge and skills.

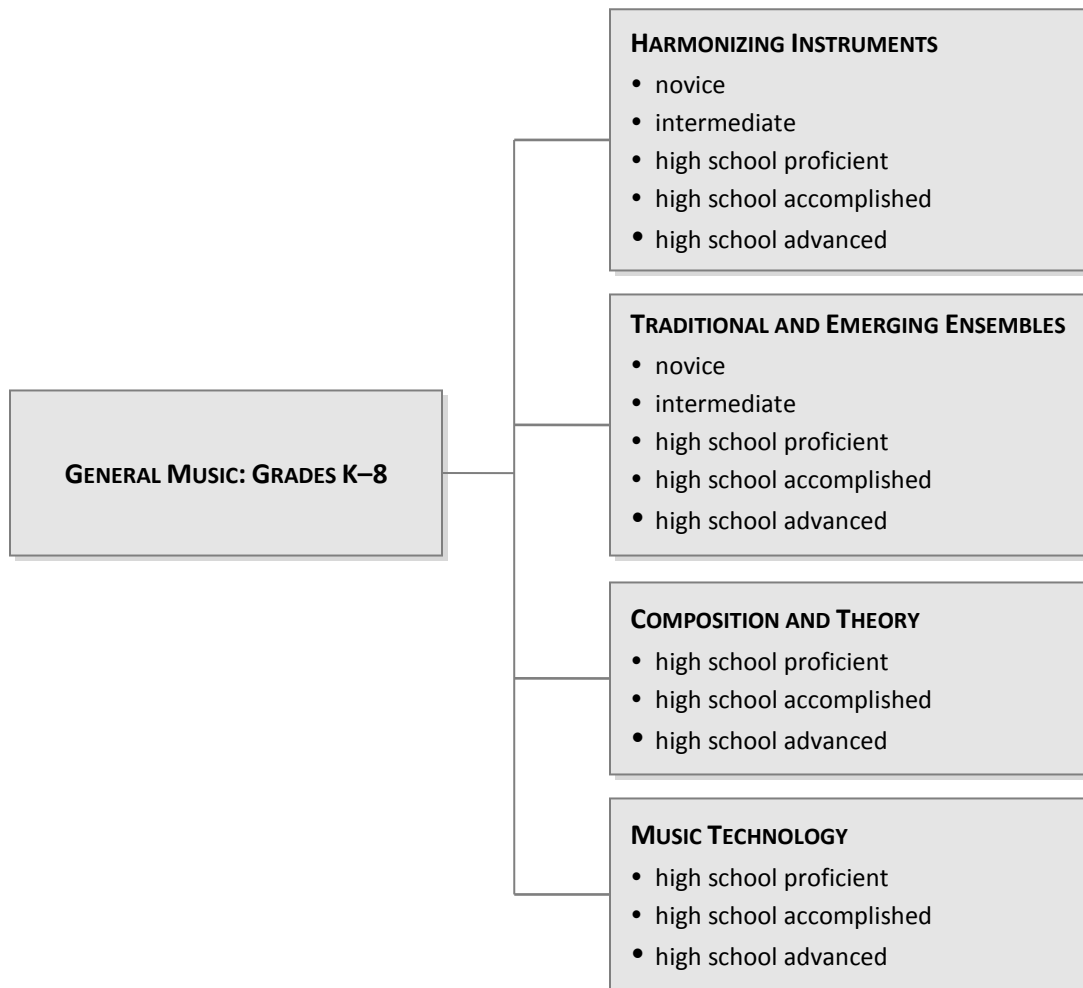
Suggestions for students: These help interpret the performance standards and suggest ways that students can demonstrate the knowledge and skills indicated.

Examples:

An example statement may be included to provide samples of particular demonstrations so as to give educators additional illustrations of the learning.

Music's Four Strands

The organization of the standards for music differs somewhat from those of the other arts disciplines. General music standards address the development of students' knowledge and skills from Kindergarten through Grade 8. Beyond eighth grade, the music standards are divided into four strands:

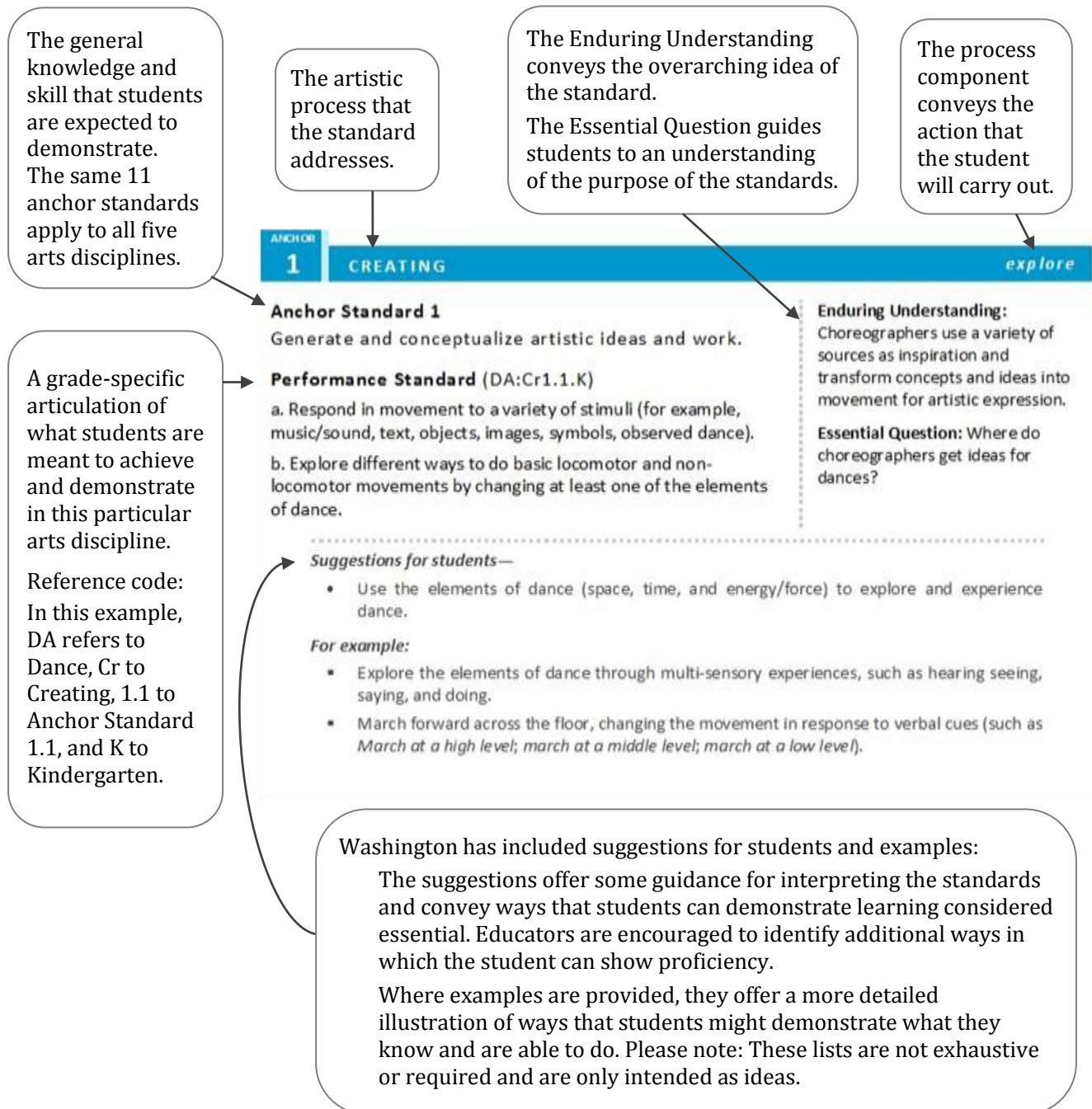


Each strand follows its own set of performance standards. The first two strands (*Harmonizing Instruments* and *Traditional and Emerging Ensembles*) present standards for five skill levels: novice, intermediate, proficient, accomplished, and advanced; the remaining two strands provide standards for proficient, accomplished, and advanced levels only.

The four strands and the presentation of standards according to levels of skill and experience allow teachers to recognize each student's starting point in the learning process. For example, a teacher can apply the novice-level standards of *Harmonizing Instruments* in the case of an 11th-grade student who has just begun instruction, but use the accomplished-level standards for a student in the same grade whose training and experience is more extensive.

How to Navigate this K–12 Arts Learning Standards Document

The learning standards are presented by grade level in a series of charts, each of which includes the anchor and performance standards along with all attendant information. The following is a key for understanding the charts. Note that the number code accompanying the Performance Standard aligns with the numbering of the National Core Arts Standards.



Arts Standards in the Classroom

Arts education addresses an essential form of human communication and provides unparalleled opportunities for exploring a multiplicity of viewpoints and modes of expression. Students develop a greater capacity for understanding not only a variety of artworks and art forms, but also the people and contexts that produce them. At the same time, students learn skills, techniques, and ways of thinking that enable them to use art to express their own perceptions, experiences, and views—while simultaneously developing confidence and fundamental skills that will serve them well in school and throughout their lives.

Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth.

—National Core Arts Standards: A Conceptual Framework for Arts Learning

The anchor and performance standards presented in this document are intended to ensure consistently good quality and depth of instruction in music. They are also intended to generate students who are artistically literate and have the creativity and cognitive skills required to prosper in all aspects of life and to contribute in meaningful ways to the world around them.

The suggestions and examples that appear with each performance standard serve as supporting material and are not required: They were designed both to illustrate ways of applying the standards, and to prompt teachers' own ideas. As teachers know, the dynamics of every classroom are unique, as is each learner in the room. When applying the standards and developing arts lesson plans and projects, teachers should be cognizant of the diversity of their group of students, strive to create an inclusive environment, and provide any accommodations that are needed to facilitate the success of individual students.

Through arts teaching, students view, make, and discuss art works, and come to realize that the arts exist not in isolation, but within the multiple dimensions of time, space, culture, and history.

—National Core Arts Standards: A Conceptual Framework for Arts Learning

Teachers are also encouraged to explore a wide variety of artworks and art forms with their students, constructing lessons that convey both awareness of the original context and purpose of the art, and respect for the artist and culture that produced it.

To achieve artistic literacy, it is vital that students not only learn about and respond thoughtfully to art, but also actively participate in making it. The arts standards provide a rational structure to help guide students' learning experiences within each arts discipline so that students develop age-appropriate knowledge and skills, practice collaboration in relevant contexts, and become proficient in the use of the tools, processes, and materials of whichever art forms and disciplines they are engaged in learning.

To learn more about the development and philosophical underpinnings of the National Core Arts Standards (NCAS), visit www.nationalartsstandards.org/content/resources.

Music—Kindergarten

ANCHOR

1**CREATING***imagine***Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.K)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Explore and experience beat in song and movement.
- Explore and use loud-quiet (dynamics) and fast-slow (tempos).
- Explore musical elements to create, experience, and discover music.
- Recognize and explore upward and downward sounds.

For example:

- Explore on barred instruments.
- Improvise a vocal response to a sung question.
- Move one's body to demonstrate pitch, tempo, and dynamics.

ANCHOR

2**CREATING***plan and make***Anchor Standard 2**

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.K)

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Use musical elements to create music through guided exploration.

For example:

- Create simple AB sound patterns.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.K)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Explore and practice work habits needed to create music.
- Refine music as a result of the teacher's feedback.

For example:

- Vary a vocal or rhythmic response based on a suggestion made by the teacher.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.K)

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

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.K)

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

Enduring Understanding: Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select (based on personal interest) music to perform from a predetermined list of songs.

For example:

- Sing songs that include so-mi patterns.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.K)

a. 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.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Explore and experience beat in song and movement.
- Match pitches when singing echo, call-and-response, and simple songs in appropriate vocal ranges.
- Explore, identify, and use long and short sounds.
- Explore simple musical forms.
- Move to a steady beat in fast and slow tempos as selected by the teacher.

For example:

- Play and perform music using pitched and non-pitched instruments.
- Explore, move to, and sing simple songs and play instruments from various cultures.
- Move to an ABA song with contrasting B section.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.K)

a. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Explore tempo of the music used for performance.
- Explore percussion instruments used for performance.
- Explore dynamics of the music used for performance.

For example:

- Sing and play fast and slow beat and rhythms with multiple small percussion instruments.
- Play and perform music using pitched and non-pitched instruments.
- Demonstrate loud-quiet (dynamics) through movement, such as making big motions when the music is loud and small motions when it is quiet, or by using inside and outside voices.

ANCHOR

5**PERFORMING***rehearse, evaluate, and refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.K)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse music for performance.

ANCHOR

6**PERFORMING***present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.K)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform echo, call-and-response, and simple songs using light head voice.
- Discuss age-appropriate audience behaviors.

ANCHOR

7.1**RESPONDING***select***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.K)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music from a predetermined list and tell why one prefers that selection over others.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.K)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Identify long and short sounds when listening to music.
- Recognize aurally upward and downward sounds.
- Recognize aurally both a minor 3rd, and high and low sounds.
- Recognize that different sources can make similar and/or different sounds.

For example:

- Illustrate visually how a piece of music moves up or down, or stays the same.
- Identify the difference between singing, speaking, whispering, and calling voices.

ANCHOR

8

RESPONDING

*interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.K)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Recognize loud-quiet (dynamics) and fast-slow (tempos).
- Recognize that feelings can be expressed through music.
- Share how personal aesthetic choices are reflected in music and/or performances.

For example:

- Show loud-quiet and fast-slow through movement when responding to music.
- Dramatize the emotions of a piece of music.

ANCHOR

9

RESPONDING

*evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.K)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Describe appropriate audience behavior for a performance of music in a specific setting.
- Engage the senses actively and purposefully while experiencing music.

- Describe what is seen felt, and/or heard (perceived/experienced) when responding to music.
- Relate sounds to personal experiences.
- Experience (with teacher’s direction) music that communicates for a given purpose.
- Use common arts vocabulary when describing artworks.
- Demonstrate age-appropriate audience skills in a variety of presentations/performances.
- Recognize songs from various cultures.
- Learn how music celebrates people’s lives and cultural traditions.

For example:

- Draw a picture following a live or recorded performance of music.
- Share feelings after hearing various types of musical pieces.
- Sit quietly while keeping hands to self.
- Describe a piece of music and tell why it is pleasing.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.K)

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

[Embedded within Cr3.2.Ka; Pr4.1.Ka; Pr4.3.Ka]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Engage the senses actively and purposefully while experiencing music.
- Recognize that feelings can be expressed through music.
- Identify and share music and tell why it is pleasing.
- Share (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.

For example:

- Relate sounds to personal experiences and draw a picture following a live or recorded musical performance.
- Share feelings with a partner after hearing a piece of music, such as *Flight of the Bumble Bee* by Nikolai Rimsky-Korsakov.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.K)

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

[Embedded within Pr4.2.Ka; Re7.2.Ka; Re9.1.Ka]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Explore and discover musical concepts used in multiple arts disciplines.
- Explore and recognize that arts concepts occur in other content areas.
- Recognize examples of music in the classroom and in the world around us (home and the community).
- Recognize songs from various cultures.

For example:

- Sing songs that align to district-adopted reading curriculum.
- Recall *Going on a Bear Hunt* and describe how using loud/soft and fast/slow is used in music and speech (theatre).
- Discuss family celebrations, holidays, and events and the music that is connected to them.

Music—Grade 1

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.1)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Create short rhythmic patterns.
- Explore, gather, and use musical elements to create music.

For example:

- Improvise, within given parameters, on barred instruments.
- Move to music using games, songs, and dances.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.1)

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

Enduring Understanding:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Implement choices of musical elements to create music.

For example:

- Create music alone and with a partner, such as simple call-and-response phrases using topics such as weather, seasons, and school rules.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.1)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Refine music through feedback.

For example:

- Vary a vocal or rhythmic response based on feedback offered by a teacher or peer.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.1)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.1)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

.....

Suggestions for students—

- Select music to perform from a predetermined list and discuss with a partner personal interest in and knowledge about the piece.

For example:

- Sing songs that include so-la-mi and mi-re-do patterns.

ANCHOR

4.2**PERFORMING***analyze***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.1)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

.....

Suggestions for students—

- Identify and use long and short sounds and silence.
- Identify repetition and contrast in beat and rhythm.
- Identify and demonstrate melodic phrases that move upward and downward or stay the same.
- Recognize aurally and sing intervals using sol-mi-la, or mi-re-do or other melodic systems in appropriate vocal ranges.
- Describe and perform various musical forms.

For example:

- Count quarter notes and rests and paired eighth notes using a steady beat.
- Draw the contours of melodic phrases and how they move upward, downward, and stay the same.
- Identify musical phrases through movement, such as using scarves as props to show the musical phrase (sentence of speech).

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.1)

a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Understand and use loud-quiet (dynamics) and fast-slow (tempos).
- Identify and examine how feelings are expressed through music.

For example:

- Perform a piece of music that has dynamic changes, such as *John Jacob Jingle Heimer Schmidt*.
- Perform songs that have tempo changes, such as *Head, Shoulders, Knees, and Toes*.

ANCHOR

5

PERFORMING

rehearse, evaluate, and refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.1)

a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.

b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse music for a performance.

For example:

- Review a recording of a performance and then discuss, as a class, how to make the performance better.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.1)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform echo, call-and-response, and simple songs in tune, in appropriate vocal ranges, while maintaining a steady beat.
- Demonstrate age-appropriate audience behaviors.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.1)

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

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music from a predetermined list and describe to a partner how personal interests and experiences influenced one's choice.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.1)

a. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Identify quarter notes, rests, and paired eighth notes when listening to music.
- Identify repetition and contrast in beat and rhythm.
- Identify pitched and non-pitched instruments when listening to music.
- Recognize the sounds that move up or down, or stay the same, when listening to music.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.1)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Identify loud-quiet (dynamics) and fast-slow (tempo).
- Describe (with teacher's direction) music that communicates for a given purpose.

For example:

- Describe the attributes of the insect in *Flight of the Bumble Bee* by Nikolai Rimsky-Korsakov.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.1)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Describe musical experiences from the community, culture, and traditions of the students, and describe a cultural aspect of the music.
- Describe what is seen, felt, and/or heard (perceived/experienced) when responding to music.
- Demonstrate how to focus attention during a musical performance.

For example:

- Draw a picture and write a caption after experiencing a live or recorded musical performance.
- Describe how different combinations of instruments can evoke specific emotions.
- Describe a piece of music and tell why it is pleasing.
- Observe with a quiet body in self-space while others are performing.
- Demonstrate appreciation at the end of a performance by applauding appropriately.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.1)

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

[Embedded within Cr2.1.1a; Cr3.2.1a; Pr4.3.1a; Re7.1.1a]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Engage the senses actively and purposefully while experiencing music.
- Describe what is seen, felt, and/or heard when responding to music.
- Identify and examine how feelings are expressed through music.
- Discuss how musical styles and genres can be used to communicate for a specific purpose.
- Identify personal aesthetic choices in music.

For example:

- Draw a picture and write a caption about how the story of *Peter and the Wolf* connects to the music by Sergei Prokofiev.
- Move one's body to depict an animal after listening to a piece from *Carnival of the Animals* by Camille Saint-Saens.

ANCHOR

11**CONNECTING***connect***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.1)

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

[Embedded within Cr1.1.1a; Pr4.2.1a; Pr6.1.1a; Re7.2.1a; Re9.1.1a]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Explore, identify, and demonstrate concepts common to the arts disciplines.
- Explore and identify concepts common to the arts and other content areas.
- Identify how music impacts choices made at home and with one's family.
- Describe a specific piece of music from home and family.
- Recognize examples of music in the classroom and school.
- Describe a specific piece of music from a given culture.

For example:

- Connect the concepts of pattern in math and form in music.
- Share a piece of music from home with the class, describing two elements of music from the piece, such as dynamics and tempo.
- View a cultural event, such as a potlatch, and describe how each of the arts is incorporated.

Music—Grade 2

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.2)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Create short rhythmic patterns.
- Create melodic phrases through singing and playing instruments.
- Explore musical elements to create music.

For example:

- Use barred instruments to improvise melodies based upon a pentatonic scale.
- Use the pentatonic scale to sing a vocal response to a sung question.
- Use instruments or body percussion to play rhythmic patterns that match the rhythm of spoken words in a question and answer (such as "What's your name?" "My name is . . .").

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.2)

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Use lines and spaces to notate high and low pitches.
- Gather and use and implement choices of musical elements to create music.
- Design a musical sequence in AB form.
- Compose a simple vocal composition to express one idea or feeling.

For example:

- Compose a simple vocal composition using a variety of vocal timbres to illustrate emotions, such as happy, sad, or angry.
- Create sol-mi-la songs with nursery rhymes and phrases using topics such as weather, seasons, and school rules.

ANCHOR

3.1**CREATING***evaluate and refine***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.2)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Refine music through feedback.
- Discuss with a partner ways to strengthen a musical phrase.

For example:

- Vary a vocal or rhythmic response based on self-assessment or feedback offered by a teacher or peer.

ANCHOR

3.2**CREATING***present***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.2)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.2)

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

Enduring Understanding: Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select (alone or with the teacher) music to perform from a predetermined list, and explain how it connects to one's personal interest in and knowledge about the piece, as well as how it is connected to its purpose.

For example:

- Sing songs that have dynamic changes and include so-la-mi-and mi-re-do patterns.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.2)

a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Read and perform music with appropriate rhythms and meters.
- Demonstrate higher/lower and same/different in musical songs and performances.
- Recognize aurally and sing intervals in appropriate vocal ranges using do-re-mi-so-la or other melodic systems.
- Identify (visually and aurally) and perform various musical forms.

For example:

- Apply a steady beat to count musical phrases using quarter notes and rests, paired eighth notes, and half notes.
- Tell a partner what the form of the music they are performing is.
- Use solfège hand signs to demonstrate the melodic contour of the music.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.2)

a. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Understand and use *forte (f)* and *piano (p)* and *crescendo* and *decrescendo*.
- Understand and use slow, medium, and fast tempos when singing and playing instruments.
- Interpret meaning through personal understanding of the music and/or performance.
- Discover, explore, dramatize, and present (with teacher's direction) the ways music communicates for a given purpose.
- Describe (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history.
- Identify and examine how feelings are expressed through music.

For example:

- Use *crescendo* and *decrescendo* to express the dynamics of music in songs such as *Grizzly Bear*.
- Move to music that has tempo changes, such as *In the Hall of the Mountain King*, for a performance.

ANCHOR

5**PERFORMING***rehearse, evaluate, and refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.2)

a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

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.

b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Essential Question: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Rehearse (alone, with a partner, and with the ensemble) the body movements that accompany pieces of music from various countries and cultures.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.2)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Play and perform music with appropriate technique, using pitched and non-pitched instruments.
- Match pitches when singing call-and-response, echo songs, simple songs, and traditional and patriotic songs in appropriate vocal ranges.
- Use barred instruments to perform accompaniments.
- Present and produce music and/or performance for others.
- Discuss the impact of audience behavior on audience and performer.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.2)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music from a predetermined list and describe how personal interests and experience influenced one's choice.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.2)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Identify quarter notes and rests, paired eighth notes, and half notes when listening to music.
- Identify repetition and contrast in beat and rhythm.
- Recognize aurally intervals heard in music.
- Understand and apply a responding process when experiencing music by describing what is seen, felt, and/or heard and analyzing the use of elements.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.2)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Identify *forte* (*f*) and *piano* (*p*).
- Recognize the expressive characteristics of different types of music.
- Describe what is seen, felt, and/or heard (perceived/experienced) when responding to music.

For example:

- Move one's body to depict an animal after listening to *Carnival of the Animals* by Camille Saint-Saens.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.2)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Identify musical experiences of various artists, cultures, and/or times.
- Describe a piece of music and tell why it is pleasing.
- Describe and explore specific pieces of cultural music in the community and describe a cultural aspect of the music.
- Describe (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history.
- Remember and apply audience conventions in a variety of musical settings and performances.

For example:

- Describe musical elements in a live or recorded musical performance.
- Compare and contrast (by telling/sharing) being an audience member for a live versus a recorded performance.
- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
- Focus attention on performers.
- Observe with a quiet body in self-space while others are performing.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.2)

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

[Embedded within Cr2.1.2a; Cr3.2.2a; Pr4.3.2a; Re7.1.2a]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Engage the senses actively and purposefully while experiencing music.
- Describe what is seen, felt, and/or heard when responding to music.
- Recognize that ideas and feelings can be expressed through music.
- Reflect upon musical styles and genres and how they can be used to communicate for a specific purpose.

For example:

- Identify a specific emotion when other students improvise on instruments and with their voices.
- Dramatize the story of the *Sorcerer's Apprentice* by Paul Dukas.
- Compose a piece of music to express one idea or feeling.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.2)

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

[Embedded within Cr1.1.2a; Pr4.2.2a; Pr6.1.2a; Re7.2.2a; Re9.1.2a]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Demonstrate skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.
- Demonstrate how an idea can be presented through various disciplines.

- Identify and examine concepts common to the arts and other content areas.
- Identify and compare examples of musical works, activities, and events in the community.
- Describe and explore specific pieces of cultural music in the community.
- Explore and define various careers in music.

For example:

- Discuss how musical notation aligns with math.
- Perform an elementary musical that integrates a theme (such as insects, animals, or plants) with dance, music, theatre, and visual arts.
- View a cultural event, such as a luau, and describe the arts that are incorporated.
- Learn about professional musicians and their careers from a class presentation and discuss what it is like to be a professional musician.

Music—Grade 3

ANCHOR

1**CREATING***imagine***Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.3)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Explore musical elements to create music.
- Use ideas and skills to create music through guided exploration.

For example:

- Explore possible musical solutions to a given musical sequence, such as the teacher playing or singing an unresolved musical pattern and the students responding with their interpretation of the answer/solution.
- Improvise simple melodies on pitched instruments, such as barred instruments, recorders, and keyboards.
- Create music in AB form in two sections, with the first section in a slow tempo and the second section in a fast tempo.

ANCHOR

2**CREATING***plan and make***Anchor Standard 2**

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.3)

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

Enduring Understanding:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Create short rhythmic patterns.
- Gather and use musical elements and life experiences to create music.
- Compose a piece of music to express one idea or feeling.

For example:

- Create music in AB form, with the first section in a slow tempo and the second section in a fast tempo.
- Use small percussion instruments to create a piece of music that accompanies a poem that has onomatopoeia.
- Create an ostinato to a given melody; for instance, create a spooky ostinato to the melody of *Dance Macabre* by Camille Saint-Saens.

ANCHOR

3.1**CREATING***evaluate and refine***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.3)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Refine music through feedback.

ANCHOR

3.2**CREATING***present***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.3)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.3)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select a piece of music from a predetermined list and explain why the piece was chosen for performance.

For example:

- Sing songs in unison and harmony, such as rounds, partner songs, and canons.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.3)

a. Demonstrate understanding of the structure in music selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

c. Describe how context (such as personal and social) can inform a performance.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Perform music with appropriate rhythms and meters.
- Recognize aurally and sing in appropriate vocal ranges a variety of intervals within a pentatonic scale.
- Match pitches when singing songs that are based on pentatonic or diatonic scales.
- Examine and identify the forms of music taught, rehearsed, and/or performed.
- Recognize and perform music that includes 1st and 2nd endings.
- Identify the beginning and ending of a musical phrase.

For example:

- Demonstrate eighth, quarter, half, dotted half, and whole notes.
- Demonstrate quarter, half, and whole rests.
- Sing a variety of intervals in appropriate vocal ranges using solfège or other melodic systems.
- Use movement to demonstrate AB (verse/chorus/refrain), ABA, AABA, and rondo form ABACA to show understanding of songs used for performance.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.3)

a. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do

performers interpret musical works?

Suggestions for students—

- Understand and use dynamics such as *piano*, *mezzo piano*, *mezzo forte*, and *forte* while singing, playing instruments, and moving to music.
- Understand and use tempo markings such as *largo*, *andante*, and *allegro* when singing, playing instruments, and moving to music.
- Interpret meaning through personal understanding of the music and/or performance.
- Examine and explain how ideas and feelings are expressed.

For example:

- Perform the folk music of various cultures and examine how the songs were influenced by culture and historical events.
- Perform a piece of music, changing the tempo to slow, medium, and fast, and examine how the changes can affect the mood of a piece.

ANCHOR

5**PERFORMING***rehearse, evaluate, and refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.3)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.
- Reflect upon music and self-evaluate to set goals.

ANCHOR

6**PERFORMING***present*

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.3)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Play and perform music using pitched and non-pitched percussion instruments.
- Perform a variety of songs (such as call-and-response, echo, rounds, and partner and simple songs), and match pitches when singing in appropriate vocal ranges.
- Demonstrate musical skills and techniques when playing instruments.
- Present and produce music and/or a performance for others.
- Demonstrate age-appropriate audience skills in a variety of performances.

ANCHOR

7.1**RESPONDING***select*

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.3)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music from a predetermined list and describe how personal interests and experience influenced one's choice.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.3)

a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Identify strong and weak beats in duple and triple meter.
- Recognize aurally a variety of intervals.
- Categorize a variety of musical instruments and human voices.
- Differentiate major and minor tonalities in vocal and instrumental music.
- Examine and identify the forms of music heard.
- Describe the attributes of specific musicians and their culture and/or time period.

For example:

- Identify AB (verse/chorus, refrain), ABA, AABA, rondo form ABACA, and theme and variation.
- Follow a listening map while responding to music.

ANCHOR

8**RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.3)

a. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Identify a variety of tempo markings—such as *largo*, *andante*, and *allegro*—when listening to music.
- Identify a variety of dynamic markings—such as *piano*, *mezzo piano*, *mezzo forte*, and *forte*—when listening to music.

For example:

- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.3)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Compare the music and musical performances of various artists, cultures, and/or times.
- Describe the attributes of specific musicians and their culture and/or time period.
- Describe what is seen, felt, and/or heard (perceived/experienced) when responding to music.
- Interpret meaning based on personal experiences and knowledge.
- Explain (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances.
- Demonstrate manners appropriate to an audience, as well as active listening and viewing skills, while responding to music.

For example:

- Compare the instrumentation of music from various cultures.
- Maintain focus and attention, comment appropriately, and observe with a quiet body in self-space while responding to music.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.3)

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

[Embedded within Cr2.1.3a; Cr3.2.3a; Pr4.1.3a; Pr4.3.3a; Re7.1.3a]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Explain (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances.

For example:

- Describe a piece of music and tell why it is pleasing.
- Dramatize with a group the animals of *Peter and the Wolf* by Sergei Prokofiev.
- Compose a piece of music using a pitched instrument to express one idea or feeling.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.3)

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

[Embedded within Cr1.1.3a; Pr4.2.3c; Pr6.1.3b; Re7.2.3a; Re9.1.3a]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Demonstrate skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.
- Identify and examine arts knowledge and skills to reinforce learning in other content areas.
- Identify how music impacts choices of activities outside of school.
- Recognize and describe how music reflects culture.
- Identify the goals and practices needed to meet deadlines and complete work.
- Experience (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history.

For example:

- Explore the science of sound and sound waves.
- Perform a multi-cultural concert about different holidays from around the world, using the native languages and cultural and traditional costumes, instruments, music, food, and masks.
- Create an instrument to explore aspects of the musical career of instrument making.
- Create musical goals at the beginning of the school year and monitor progress towards those goals throughout the school year.
- Learn the folk music of various world cultures and examine how the songs were influenced by culture and historical events.
- Examine the cultures and music of several different places and describe how the music reflects the culture of each place.

Music—Grade 4

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.4)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Create and improvise rhythmic phrases.
- Improvise and perform a melody.
- Explore musical elements and use ideas, skills, fundamentals, and techniques to create music through guided exploration.
- Explore selections that express individuality when creating, performing, and responding to various styles of music.

For example:

- Improvise simple melodies vocally and on pitched instruments using pentatonic and major scales.
- Collaborate with a group to select musical elements and create a musical phrase.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.4)

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Compose and perform compositions using basic rhythmic and/or melodic patterns in various meters on pitched and non-pitched instruments.
- Use aspects of various artists, cultures, and times to create a piece of music.
- Gather and use musical elements and life experiences to create music.
- Implement choices of musical elements, principles, and skills to create music.
- Compose a piece of music to express one idea or feeling.
- Create music that communicates for a given purpose.

For example:

- Collaborate with a group to select musical elements and create a musical composition.
- Create a piece of music to accompany the telling of a folk story or fable, such as *The Lion and the Mouse*.
- Write a short story and compose a piece of program music to portray the story.

ANCHOR

3.1**CREATING***evaluate and refine***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.4)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Reflect for the purpose of self-evaluation and improvement.
- Refine music through feedback and self-reflection.

ANCHOR

3.2**CREATING***present***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.4)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others.

ANCHOR

4.1**PERFORMING***select***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.4)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select music and explain why the piece was chosen for performance.

For example:

- Sing and play songs in unison and harmony, such as rounds, partner songs, and songs in two parts.

ANCHOR

4.2**PERFORMING***analyze***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.4)

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Communicate rhythms using a counting system, such as Kodaly, Orff, Dalcroze, Gordon, or other district-approved counting systems.
- Perform music with appropriate meter and rhythms.
- Use half and whole step intervals within pentatonic and diatonic patterns.
- Identify the pitches and notation of the musical scale, such as solfège, nonsense syllables, and numbers.
- Sing and play musical scales when given "do."
- Examine and identify the forms of music taught, rehearsed, and/or performed.
- Identify repeat signs and 1st and 2nd endings.
- Understand and demonstrate the use of D.C. *al fine* and D.S. *al coda* in multiple forms of music.
- Communicate understanding of various musical forms physically, orally, and in written formats.

For example:

- Read and play simple melodies on recorders or other pitched instruments.
- Demonstrate coda physically and orally by singing, performing body percussion, and playing instruments, including world instruments.
- Demonstrate whole, half, quarter, and eighth notes and rests.
- Demonstrate dotted half, quarter, and eighth note patterns.
- Perform single eighth notes in basic syncopated rhythms.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.4)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Understand and use dynamic symbols, such as *pp*, *p*, *mp*, *mf*, *f*, and *ff*, while singing, playing instruments, and moving to music.
- Identify musical phrases in a piece of music.
- Demonstrate multiple ways to express dynamics and tempo when making music.
- Summarize and use the cultural and/or historical aspects of a musical performance.

For example:

- Use historical information about Lewis and Clark to create a performance about their journey.

ANCHOR

5

PERFORMING

*rehearse, evaluate, and refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.4)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Demonstrate proper musical skills and techniques while playing instruments and singing.
- Reflect upon music and/or performance and self-evaluate to set goals.
- Rehearse music with a group to prepare for a performance.
- Rehearse and perform music to express individuality.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.4)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Play and perform music using pitched and non-pitched instruments.
- Match pitches when singing simple songs—such as rounds, cannons, traditional, patriotic, partner songs, and world language songs—in appropriate vocal ranges.
- Sing, play, and perform songs in unison and harmony, such as rounds, canons, partner songs, and songs in two parts.
- Demonstrate age-appropriate audience skills in a variety of performances.

ANCHOR

7.1**RESPONDING***select***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.4)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music from a predetermined list and describe how personal interests and experience influenced one's choice.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.4)

a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Identify rhythmic patterns, including whole, half, quarter, and eighth notes and rests.
- Identify basic melodic patterns and simple melodies in musical compositions.

- Differentiate major and minor tonalities in vocal and instrumental music.
- Examine and identify the forms of music heard.
- Identify the use of staccato, legato, and accent.
- Summarize the cultural and/or historical aspects of a piece of music.

For example:

- Follow a listening map and fill in the dynamics, tempo, and articulation.
- Examine the history of spirituals.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.4)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Identify a variety of dynamic markings—such as *piano*, *mezzo piano*, *mezzo forte*, *forte*, *crescendo*, and *decrescendo*—when listening to music.
- Identify a variety of tempo markings—such as *largo*, *andante*, and *allegro*—when listening to music.
- Identify and categorize the families of various instruments and human voices by sight and sounds.
- Recognize a variety of tone colors and/or instrumental timbre in various musical genres.

For example:

- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.4)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Summarize the cultural and/or historical aspects of a musical performance.
- Describe what is seen, felt, and/or heard (perceived/experienced) when responding to music.
- Analyze the use and organization of elements, skills, fundamentals, and/or techniques.
- Interpret meaning based on personal experiences and knowledge.
- Evaluate and justify using supporting evidence when responding to a piece of music.
- Examine the cultures and music of several different places and describe how the music reflects the culture of each place.
- Demonstrate age-appropriate audience skills while responding to music.

For example:

- Discuss with a partner or group why a piece of music is or is not pleasing.
- Maintain focus and attention, avoid participation in distracting and inappropriate behaviors, and comment/respond appropriately while experiencing music.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.4)

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

[Embedded within Cr2.1.4a; CR3.2.4a; Pr4.1.4a; Pr4.3.4a; Re7.1.4a]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Explain (with teacher's direction) how personal aesthetic choices are reflected in music and/or performance.
- Explore selections that express individuality when creating, performing, and responding to various styles of music.

For example:

- Discuss with a partner or a group, using arts vocabulary, why a piece of music is or is not pleasing.
- Compose a song, using the pentatonic scale, to accompany a reading of a poem.
- Dramatize in a group a piece of music by the composer John Williams, such as *Olympic Fanfare*.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.4)

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

[Embedded within Cr1.1.4a; Pr4.2.4c; Pr6.1.4b; Re7.2.4a; Re9.1.4a]

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Demonstrate skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.
- Describe skills, concepts, and vocabulary common among arts disciplines.
- Discuss the steps of processes that the arts have in common with other content areas.
- Examine how music impacts consumers' choices.
- Examine general attributes of music from a specific culture.
- Identify and define career roles and explain how musical skills and work habits are used in the world of work.
- Examine the goals and practices needed to meet deadlines and complete work.
- Experience (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history.

For example:

- Perform an authentic Native American program—incorporating visual artwork, cultural dances, storytelling, and songs—in collaboration with tribal members.
- Describe how the process of writing a poem is similar to composing a song.
- Compare inquiry in music to inquiry in science.
- Analyze the soundtrack music of a popular video game and discuss how the music impacts the gaming experience.
- Create musical goals at the beginning of the school year and monitor progress towards those goals throughout the school year.
- Examine the cultures of several island countries and describe how the music reflects the culture of each place.
- Examine the cultures of several Native American tribes and describe how the music reflects the culture of each region.

Music—Grade 5

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.5)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Explore musical elements and use ideas, skills, and techniques to create music.

For example:

- Improvise melodies vocally and on pitched instruments, such as barred instruments, recorders, and keyboards.
- Create a rhythmic four measure piece of music to demonstrate understanding of rhythm and dynamics.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.5)

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Compose basic rhythmic and melodic patterns using simple meters in short musical compositions.
- Create half and whole steps in a composition in major keys.
- Create a composition using pitched, non-pitched, or world instruments.

- Gather and implement musical choices to create an original musical composition using musical elements in various musical forms (such as AB, ABA, and Rondo).
- Create music to communicate life experiences, ideas, and feelings.

For example:

- Compose a piece of music using barred and/or small percussion instruments to accompany a poem, such as *The Light in the Attic* by Shel Silverstein.
- Create a piece of music in the Hawaiian style using the ukulele as the accompaniment instrument.
- Create an opera based upon a traditional story, such as *The Three Little Pigs* or *Why Mosquitoes Buzz in People's Ears*.

ANCHOR

3.1**CREATING***evaluate and refine***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.5)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Reflect for the purposes of self-evaluation and improvement.
- Refine music through feedback and self-reflection.

ANCHOR

3.2**CREATING***present***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.5)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.5)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select music to perform and explain why the piece was chosen for performance.

For example:

- Sing and play songs in unison and harmony.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.5)

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Perform music with appropriate rhythms and meters.
- Perform basic melodic phrases.
- Communicate rhythms using a counting system.
- Use note names when singing and playing.
- Identify clef signs in the music used for performance.
- Examine and identify the forms of music taught, rehearsed, and/or performed.
- Examine and identify the specific attributes of music that reflect culture and/or historical aspects in music selected for performance.

For example:

- Identify compositions with duple and triple meter.
- Demonstrate sixteenth, eighth, quarter, half, and whole notes and corresponding rests.
- Identify syncopation and syncopated rhythms in selected compositions.
- Demonstrate, experience, and read three eighth notes/triplets and four sixteenth notes in rhythmic patterns and song selections.
- Read music and invented notation using solfège, nonsense syllables, or numbers.
- Observe and demonstrate 1st and 2nd endings in a piece of music.
- Perform various musical forms physically, orally, and in written formats to communicate understanding.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.5)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Perform using a variety of dynamic markings when singing and playing instruments.
- Understand and use *staccato*, *legato*, and *accent* when singing, playing instruments, and moving to music.
- Interpret meaning through personal understanding of the music and/or performance.
- Express ideas and feelings by using musical symbols and performing in a variety of genres and styles.
- Interpret, compare, and contrast how musical styles and genres can communicate for a specific purpose.
- Experience how personal aesthetic choices in music are influenced by culture and history.

For example:

- Perform—using a historical instrument (such as the recorder)—music and dance from the Renaissance period.
- Demonstrate *accelerando* and *ritardando* when singing, playing instruments, and moving to music.
- Identify and understand uses of *largo*, *andante*, *allegro*, and *presto* tempos in a piece of music used for performance.

ANCHOR

5

PERFORMING

*rehearse, evaluate, and refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.5)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.
- Reflect upon music and/or performance and self-evaluate to set goals.
- Rehearse and perform rhythmic, melodic, and harmonic patterns to reflect various styles of music.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.5)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Match pitches, demonstrating appropriate intonation, within a musical composition when singing or playing musical instruments.
- Use pitched, non-pitched, and world instruments to perform music.
- Perform two part songs and harmonies.
- Demonstrate age-appropriate audience skills in a variety of performance settings.
- Present and produce music and/or performance for others.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.5)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music from a predetermined list and describe how personal interests and experience influenced one's choice.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.5)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Identify compositions with duple and triple meter.
- Identify rhythmic patterns, including whole, half, quarter, eighth, and sixteenth notes and rests.
- Identify melodic patterns and simple melodies in musical compositions.
- Describe the texture of a piece of music.
- Examine and identify the forms of music heard.
- Examine the use of a cultural and historical aspect in a musical performance or piece of music.

For example:

- Create a listening map of various pieces of music.
- Examine the social and historical factors that contributed to the development of jazz or the blues.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.5)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Identify a variety of dynamic markings—such as *pianissimo*, *piano*, *mezzo piano*, *mezzo forte*, *forte*, *fortissimo*, and *sforzando*—when listening to music.
- Identify a variety of tempo markings—such as *largo*, *andante*, *allegro*, and *presto* tempos—when listening to music.
- Identify and categorize the families of various instruments—including world instruments—and human voices by sight and sounds.
- Recognize a variety of tone colors and/or instrumental timbre in various musical genres.

For example:

- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.5)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Examine the use of a cultural and historical aspect in a musical performance or piece of music.
- Describe what is seen, felt, and/or heard (perceived/experienced) when responding to music.
- Analyze the use and organization of elements, skills, fundamentals, and/or techniques.
- Interpret meaning based on personal experiences and knowledge.

- Evaluate and justify (using supporting evidence) when responding to a piece of music.
- Examine the cultures and music of several different places and describe how the music reflects the culture of each place.
- Demonstrate age-appropriate audience skills while responding to music.

For example:

- Discuss the differences and similarities between live music and recorded music.
- Discuss with a partner or group why a piece of music is or is not pleasing.
- Demonstrate appropriate behavior, maintain focus and attention, avoid participation in disrespectful, distracting, and inappropriate behaviors, and comment/respond appropriately when experiencing music.
- Discuss how the behavior expected of the audience differs depending on the setting and conventions of the type of performance.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.5)

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

[Embedded within Cr2.1.5a; Cr3.2.5a; Pr4.1.5a; Pr4.3.5a; Re7.1.5a]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Explain (with teacher's direction) how personal aesthetic choices are reflected in music and/or performance.

For example:

- Describe a piece of music using arts vocabulary and tell why it is pleasing.
- Compose music to communicate ideas and feelings for a specific purpose.
- Discuss why certain types of music are used at sporting events.

ANCHOR

11**CONNECTING***connect***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.

Performance Standard (MU:Cn11.1.5)

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

[Embedded within Cr1.1.5a; Pr4.2.5c; Pr6.1.5b; Re7.2.5a; Re9.1.5a]

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Demonstrate skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.
- Describe skills, concepts, and vocabulary common among arts disciplines.
- Examine and use skills, concepts, and vocabulary common to the arts and other content areas.
- Examine and respond to the ways that music impacts personal choices, including choices made in the community.
- Examine and identify the specific attributes of music that reflect culture.
- Identify, define and reflect upon career roles and explain how arts skills and work habits are used in the world of work.
- Examine the goals and practices needed to meet deadlines and complete work.
- Experience (with teacher’s direction) how personal aesthetic choices in music are influenced by culture and history.

For example:

- Present a Veterans Day assembly that involves the veterans of the community and incorporates music, slide show, dance, theatre, and student-generated artworks.
- Discover the link between colonial country dances and the music of colonial America.
- Discuss and categorize elements of style and compositional devices that are common across arts disciplines, such as impressionism and romanticism.
- Write musical notation and demonstrate an understanding of how musical notation and fractions correlate with math.
- Recognize characteristics of various time periods in Western music and understand how these characteristic are representative of the period that produced the music.
- Define music-related work habits and discuss how they apply to the world of work.
- Research one musical career and share results with classmates.
- Examine and describe the attributes of West African music that reflect West African culture.
- Explore how geography and culture contributed to the development of Southeast Asian music.
- Examine how the music from each decade of the 20th Century was influenced by popular culture and historical events, such as the Beatles and their incorporation of jazz, blues, rock and roll, rockabilly, rhythm and blues, folk, country, gospel, etc.

Music—Grade 6

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.6)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Gather, explore, and interpret musical elements and life experiences to create music.
- Use ideas, skills, and techniques to create music.
- Create music in a variety of musical forms.

For example:

- Create a musical phrase, using the elements of music to begin the composition.
- Use relationships within the musical elements to create melodies, harmonies, and musical performances.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.6)

a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Compose rhythmic and melodic patterns using a variety of meters in short musical compositions.
- Implement choices of musical elements and skills to create music.
- Create music that communicates for a specific purpose.

For example:

- Create a jingle that correlates to a product or visual image.
- Create a group composition in the West African style using drums and small percussion and barred instruments.

ANCHOR

3.1**CREATING***evaluate and refine***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.6)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Reflect for the purposes of self-evaluation and improvement.
- Refine music through feedback and self-reflection.

ANCHOR

3.2**CREATING***present***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.6)

- 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.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others—options for final presentation of student's work include performance of the work by a small ensemble, teacher, or individual; personal recording; and digital media.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.6)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Identify audience and purpose of the work and/or performance.
- Select music to perform and explain why the piece was chosen for performance.

For example:

- Develop, as a class, a concert program that ties into state recognized holidays, such as Veterans Day and Martin Luther King Jr. Day.
- Sing and play various genres of music and multi-cultural and ethnic songs correctly, using appropriate rhythm, phrasing, interpretation, and proper pronunciation of foreign language lyrics.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.6)

a. Explain how understanding the structure and the elements of music is used in music selected for performance.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

c. Identify how cultural and historical context inform performances.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Understand how the arts influence and reflect cultures/civilization, place, and time.
- Demonstrate the ability to maintain a steady beat and accurately perform written rhythms used in music for performance.

- Communicate rhythms using a counting system.
- Demonstrate the ability to read a melody in music selected for performance.
- Demonstrate unison and harmony in music selected for performance.
- Examine and identify the forms of music selected for performance.

For example:

- Recognize and explain the expressive characteristics found in world music in preparation for a cultural assembly.
- Demonstrate and read three eighth notes/triplets and four sixteenth notes in rhythmic patterns and song selections.
- Use solfège, number, or nonsense syllables to sight read a melody selected for performance.
- Perform music that contains repeat signs, da capo, dal segno, and first and second endings.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.6)

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.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Recognize the expressive characteristics of different types of music—such as classical, rock and roll, jazz, and world music—selected for performance.
- Rehearse and perform music with expression and technical accuracy.
- Apply prior knowledge of musical expression—dynamics, style, tempo, and phrasing—to music selected for performance.
- Use a variety of dynamic markings when singing and playing music selected for performance.
- Interpret meaning through personal understanding of the work and/or performance.

For example:

- Perform a short piece of music that conveys emotion.

ANCHOR

5

PERFORMING

*rehearse, evaluate, and refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.6)

a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.
- Reflect upon work and/or performance and self-evaluate to refine.
- Rehearse music with a goal of improving technical accuracy.

For example:

- Listen to and critique a performance of self, peer, or ensemble to refine for performance.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.6)

a. Perform the music with technical accuracy to convey the creator's intent.

b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Match pitch and maintain a tonal center when singing or playing music for a performance.
- Perform rhythms accurately, maintaining a steady beat while performing music.
- Use pitched, non-pitched, and world instruments in a musical performance.

- Perform music with technical accuracy.
- Understand and apply audience conventions in a variety of arts settings and performances of music.
- Present and produce work and/or performance for others.

For example:

- Perform *a cappella* accurately.
- Adjust and refine vowel placement to achieve a blended sound.
- Demonstrate appropriate behavior, such as turning off cell phones, in a performance venue.
- Maintain focus and attention toward performers, avoid distracting behaviors, applaud at appropriate times, and comment/respond appropriately following a performance.
- Identify and discuss appropriate and inappropriate behaviors in the context of various types of musical performance and venues.

ANCHOR

7.1**RESPONDING***select***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.6)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music and describe how personal interests and experience influenced one's choice.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.6)

a. Describe how the elements of music and expressive qualities relate to the structure of the pieces.

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

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: How does understanding the structure and context of music inform a response?

.....

Suggestions for students—

- Experience and compare the rhythmic patterns used in various cultural and historical musical genres.
- Describe the attributes of a melody in a song or composition.
- Identify the dynamics, style, timbre, and tempo of a piece of music.
- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
- Categorize various genres of music by listening for specific elements when listening to music.
- Examine and identify the form of a piece of music.
- Explain how music is influenced by culture and history.

For example:

- Identify the instrumental timbres heard in a piece of music.
- Identify the vocal registers of soprano, alto, tenor, and bass when responding to music.
- Listen to music that exemplifies various genres of music to discover, identify, and experience rhythmic patterns
- Listen to music and identify if it is in a major or minor tonality.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.6)

a. Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

▪ **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

▪ **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

.....

Suggestions for students—

- Examine the expressive qualities of music from a variety of genres, cultures, and times.
- Interpret meaning through personal understanding of a piece of music.
- Recognize a variety of tonal colors and/or instrumental timbre in various musical genres.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.6)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Evaluate and justify, using supporting evidence and aesthetic criteria, when responding to a piece of music.
- Maintain focus and attention toward the musical work, comment appropriately following the performance, and make observations regarding the performance.

For example:

- Describe, using arts vocabulary, why a piece of music is or is not pleasing.
- Respond with the appropriate audience protocols for the particular performance venue, style, and/or cultural context.
- Identify how the audience and artist/performer interact.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.6)

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

[Embedded within Cr2.1.6a; Cr3.2.6a; Pr4.1.6a; Pr4.3.6a; Re7.1.6a]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Understand and explain (with teacher's direction) how personal aesthetic choices are reflected in music and/or performance.

For example:

- Compare and contrast why certain types of music are used for varying types of events, such as music used for sporting events versus music used for a wedding.

- Implement personal choices of musical elements, principles, and skills to perform music.
- Analyze and evaluate how music impacts local economic, political, and environmental choices.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.6)

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

[Embedded within Cr1.1.6a; Pr4.2.6c; Pr6.1.6b; Re7.2.6b; Re9.1.6a]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Examine musical processes and compare them to those of other arts disciplines.
- Recognize arts processes that are unique to each arts discipline.
- Examine, reflect upon, and determine how music-related concepts occur in other content areas.
- Examine how music impacts choices made in society.
- Reflect upon the ways music impacts personal choices and choices made by groups.
- Identify the specific attributes of music that reflect its cultural and historical context.
- Examine and describe how musical knowledge, skills, and work habits are needed and used in the world of work.
- Identify music-related jobs and the specific skills needed for careers in music.
- Examine the goals and practices needed to meet deadlines and complete work.

For example:

- Describe the musical elements used by an inspirational speaker/actor who incorporates rhythm and expressive elements into a presentation.
- Listen to a favorite piece of music and draw an artwork that reflects the mood of the music.
- Discuss the commonalities involved in creating a piece of visual art and a piece of music.
- Demonstrate age-appropriate audience skills in a variety of presentations and performances.
- Examine how creative problem-solving in the arts can be transferred to other content areas, such as math, science, and writing.
- Compare common glossary terms across all arts disciplines.
- Examine the importance of music in life.

- Reflect and share how choosing to study a specific musical instrument impacts other personal choices.
- Explore the music and instruments of an ancient civilization.
- Examine the cultural significance and impact of music on the activities of daily life in different civilizations.
- Create a presentation that identifies careers in music.
- Discuss work habits that are used in music class and how they apply to the world of work.

Music—Grade 7

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.7)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Construct various musical forms physically, orally, and in written formats to communicate understanding.

For example:

- Compose a short song or instrumental piece.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.7)

a. Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Understand and apply a creative process to create music.

For example:

- Use the elements of music to construct musical phrases for use in a new composition.
- Use relationships within the musical elements to create simple melodies, harmonies, and musical compositions.
- Use journaling to organize and document musical ideas to create a musical composition.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.7)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when creating music.
- Reflect for the purposes of self-evaluation and improvement.
- Refine music through feedback and self-reflection.
- Using appropriate music vocabulary, develop student-generated rubrics for self-reflection and evaluation of one's own work.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.7)

- 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.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others—options for final presentation of student's work include performance of the work by a small ensemble, teacher, or individual; personal recording; and digital media.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.7)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Identify the audience and purpose of the work and/or performance.

For example:

- Work collaboratively with other students to select a body of music that represents the four seasons and incorporates contrasting musical elements and styles of contemporary popular music.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.7)

a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c. Identify how cultural and historical context inform performances and result in different music interpretations.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Understand and apply the concepts and vocabulary of music.
- Demonstrate and analyze the connections among the arts disciplines (dance, media arts, music, theatre, and visual arts).
- Understand how the arts influence and reflect cultures/civilizations, place, and time.

For example:

- Recognize and explain—in preparation for a cultural assembly—the expressive characteristics found in a selection of works of world music.
- Sing, play, and improvise (at age- and skill-appropriate levels) music that reflects various styles, genres, and cultures.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.7)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Apply a performance process to music.
- Use music to express feelings and present ideas.
- Use music to communicate for a specific purpose.
- Shape musical lines with dynamics and tempo in the performance of musical compositions.

For example:

- Rehearse and perform one or more of one's own musical compositions following reflective journaling.
- Perform a piece of music that conveys contrasting emotions

ANCHOR

5**PERFORMING***rehearse, evaluate, and refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.7)

a. Identify and apply collaboratively-developed 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.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.
- Reflect upon work and/or performance and self-evaluate to set goals.
- Rehearse music with a goal of improving technical accuracy and stylistic expression.

For example:

- Listen to and critique (using arts vocabulary) a performance of self, peer, or ensemble.

ANCHOR

6**PERFORMING***present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.7)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform music with expression and technical accuracy.
- Apply a performance process—including analysis and evaluation—when creating a musical performance.
- Understand and apply audience conventions in a variety of arts settings and performances of music.

For example:

- Adjust and refine vowel placement to achieve a blended sound.
- Demonstrate appropriate audience behavior in a variety of venues.
- Maintain focus and attention toward performers and applaud at appropriate times.
- Identify ways that appropriate behaviors positively impact the performance and the performers.
- Identify ways that inappropriate audience behaviors negatively impact the performance and the performers.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.7)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select and use music to communicate for a specific purpose.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.7)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze the use and organization of elements, principles, skills, fundamentals, and/or techniques.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.7)

a. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

.....

Suggestions for students—

- Listen to and critique (using arts vocabulary) multiple performances of self, peer, or ensemble.

For example:

- Provide feedback to peer performers.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.7)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

.....

Suggestions for students—

- Apply a responding process to a performance and/or presentation of music: engage, describe, analyze, interpret, and evaluate.

For example:

- Evaluate and justify, using supporting evidence and aesthetic criteria.
- Listen to and critique a performance of self, peers, and ensemble.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.7)

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

[Embedded within Cr2.1.7a; Cr3.2.7a; Pr4.1.7a; Pr4.3.7a; Re7.1.7a]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Explore musical elements to create music.
- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.

For example:

- Implement personal choices of musical elements, principles, and skills to create and/or perform music.

ANCHOR

11**CONNECTING****connect****Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.7)

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

[Embedded within Cr1.1.7a; Pr4.2.7c; Pr6.1.7b; Re7.2.7b; Re9.1.7.a]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Determine how arts concepts occur in other content areas.
- Examine the relationships between the arts and other content areas.
- Examine how music impacts choices in society.
- Reflect upon how music impacts personal choices and choices made by groups.
- Compare specific attributes of music from different time periods in Western European music.
- Compare attributes of music from different cultures.
- Examine and describe how musical knowledge, skills, and work habits are needed and used in the world of work.
- Define work habits and skills needed for careers in music.
- Examine the goals and practices needed to meet deadlines and complete work.

For example:

- Examine how creative problem-solving in the arts can be transferred to other content areas.
- Compare common glossary terms across all arts disciplines.
- Examine the similarities between the scientific method and the creative process in the arts.
- Choose a representative piece of music and visual artwork from a specific era, such as works by Debussy and Monet.

- Create a computer presentation that reflects, through music and visual arts, the cultural diversity of the school and/or district.
- Explain and discuss which work habits and skills are needed in music-related careers, such as conducting, instrument repair, sound engineer, or being a professional musician.
- Explain how skills learned in music classes can be applied to other classes or other occupations.

Music—Grade 8

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.8)

a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Construct various musical forms physically, orally, and in written formats to communicate understanding.

For example:

- Compose a moderate-length song or instrumental piece.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.8)

a. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

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

Enduring Understanding:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Understand and apply a creative process to create music.

For example:

- Incorporate dynamic contrast, suspended tones, and rhythmic variety to create tension and release.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.8)

a. Evaluate their own work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.

b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when creating music.
- Reflect for the purposes of self-evaluation and improvement.
- Refine music through feedback and self-reflection.
- Using the vocabulary of music appropriately, develop student-generated rubrics for self-reflection and evaluation of one's own work.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.8)

a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform music for self and others—options for final presentation of student's work include performance of the work by a small ensemble, teacher, or individual; personal recording; and digital media.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.8)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Identify the audience and purpose of the work and/or performance.

For example:

- Select a body of music that represents a school-related theme or event; incorporate contrasting musical elements and styles.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.8)

a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different musical effects.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Understand and apply the concepts and vocabulary of music.
- Demonstrate and analyze the connections among the arts disciplines (dance, media arts, music, theatre, and visual arts).
- Understand how the arts influence and reflect cultures/civilization, place, and time.

For example:

- Apply prior knowledge of musical expression—dynamics, style, tempo, and phrasing—to musical performances.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.8)

a. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Apply a performance process to music.
- Use music to express feelings and present ideas.
- Use music to communicate for a specific purpose.

For example:

- Rehearse and perform one or more of one's own musical composition(s) following reflective journaling.
- Perform a piece of music that conveys a variety of emotions.

ANCHOR

5

PERFORMING

rehearse, evaluate, and refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.8)

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.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.
- Reflect upon work and/or performance and self-evaluate to set goals.
- Rehearse music with a goal of improving technical accuracy, stylistic expression, and culturally authentic practices.

For example:

- Provide feedback to peer performers.
- Listen to and critique (using arts vocabulary) a performance of self, peer, or ensemble.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.8)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Apply a performance process—including analysis and evaluation—when creating a musical performance.
- Perform music with expression, technical accuracy, and culturally authentic practices.
- Understand how the arts influence and reflect culture/civilization, place, and time.
- Understand and apply audience conventions in a variety of arts settings and performances of music.

For example:

- Apply high-level performance practices to a musical performance.
- Demonstrate appropriate audience behavior in a variety of venues.
- Maintain focus and attention toward performers and applaud at appropriate times.
- Identify ways that audience behaviors positively or negatively impact the performance and the performers.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.8)

a. Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select and use music to communicate for a specific purpose.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.8)

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

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze the use and organization of elements, principles, skills, fundamentals, and/or techniques within programs of music.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.8)

a. Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Apply a responding process to a musical performance and/or presentation: engage, describe, analyze, interpret, and evaluate.
- Critique (using arts vocabulary) multiple performances in order to create a personal interpretation.

For example:

- Listen to and critique a performance of self, peers, or ensemble.
- Provide feedback to peer performers.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.8)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Apply a responding process to a performance and/or presentation of music: engage, describe, analyze, interpret, and evaluate.

For example:

- Evaluate and justify, using supporting evidence and aesthetic criteria.
- Develop and apply specific criteria when listening to and critiquing a performance of self, peers, or ensemble.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.8)

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

*[Embedded within Cr2.1.8a; Cr3.2.8a; Pr4.1.8a; Pr4.3.8a; Re7.1.8a]***Enduring Understanding:**

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

.....

Suggestions for students—

- Explore musical elements to create music.
- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.

For example:

- Implement personal choices of musical elements, principles, and skills to create and/or perform music.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.8)

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

[Embedded within Cr1.1.8a; Pr4.2.8c; Pr6.1.8b; Re7.2.8b; Re9.1.8a]

» **Enduring Understanding:**

» Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

» **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

»

.....

Suggestions for students—

- Determine how arts concepts occur in other content areas.
- Examine the relationship between the arts and other content areas
- Examine how music impacts choices in society.
- Reflect upon how music impacts personal choices and choices made by groups.
- Compare specific attributes of music from different time periods in Western European music.
- Compare attributes of music from different cultures.
- Examine and describe how musical knowledge, skills, and work habits are needed and used in the world of work.
- Define work habits and skills needed for careers in music.
- Examine the goals and practices needed to meet deadlines and complete work.

For example:

- Examine how creative problem-solving in the arts can be transferred to other content areas.
- Compare common glossary terms across all arts disciplines.
- Examine the similarities between the scientific method and the creative process in the arts.
- Choose a representative piece of music and visual artwork from a specific era, such as works by Debussy and Monet.

- Create a computer presentation that reflects, through music and visual arts, the cultural diversity of the school and/or district.
- Explain and discuss which work habits and skills are needed in music-related careers, such as conducting, instrument repair, sound engineer, or being a professional musician.
- Explain how skills learned in music classes can be applied to other classes or other occupations.
- Compare common glossary terms across all arts disciplines.

Harmonizing Instruments—Novice

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.H.5)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Explore the relationship between note selection within melodies and chordal harmonies.

For example:

- Create a harmonic accompaniment for a given simple melody, such as I–V.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.H.5)

a. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Explore compositional techniques to develop melodic, harmonic, and rhythmic ideas.

For example:

- Develop an understanding of audio recording technique and devices to record draft compositions.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.H.5)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Use teacher-provided criteria to critique and refine music that could include melody and chordal accompaniments.

For example:

- Use criteria (provided by the teacher) to evaluate and refine melodies that one has developed.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.H.5)

a. 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.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Compose and present two-phrased melodies with simple chordal accompaniments.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.H.5)

a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select artistic resources, materials, and/or repertoire to perform or present.

For example:

- Select and justify a varied repertoire for a coffee house performance.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.H.5)

a. Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Understand, identify, and apply the musical elements (harmony, melody), demonstrating comprehension of their impact on a musical performance.

For example:

- Explore and identify melodic characteristics, including major or minor quality, within music that is rehearsed and performed.
- Explore and identify harmonic vocabulary, including major or minor, within music that is rehearsed and performed.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.H.5)

a. 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.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Apply a performing process to music to express feelings and emotions artistically, with creativity, and for a specific purpose.

For example:

- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.H.5)

a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Reflect upon work and/or performance and self-evaluate to set goals.
- Rehearse and perform simple rhythmic, melodic, and harmonic patterns to reflect various styles of music.
- Provide feedback to peers about the clarity of musical elements in performances of musical compositions.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.H.5)

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform music, using expression and technical accuracy to communicate for a selected purpose and demonstrating understanding of audience and context.

For example:

- Perform *Twinkle, Twinkle Little Star* in a variety of styles for teacher and peers, and explain the real-world performance context of each style.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.H.5)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select a piece of music that is personally relevant and share it with others.

For example:

- Respond (with teacher's direction) to music for a cultural celebration.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.H.5)

a. Demonstrate and explain, citing evidence, the use of repetition, similarities, and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Understand and apply a responding process when experiencing music.

For example:

- Evaluate and use supporting evidence when responding to music and music making.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.H.5)

a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when critiquing a musical performance.
- Examine and adjust expressive qualities during rehearsal as a part of self-assessment.

For example:

- Listen to and critique a performance of self, peer, or ensemble.
- Interpret meaning through personal understanding of the performance.
- Refine music through evaluation, reflection, and problem-solving.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.H.5)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Apply a responding process to a musical performance and/or presentation: engage, describe, analyze, interpret, and evaluate.

For example:

- Apply a responding process—including analysis and evaluation—when experiencing music.
- Evaluate and justify, using supporting evidence and aesthetic criteria.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.H.5)

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

[Embedded within Cr3.2.H.5a; Pr4.1.H.5a; and Re7.1.H.5a.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Express ideas and feelings by interpreting musical symbols and performing (with teacher's direction) in a variety of genres and styles.

For example:

- Examine and personalize the importance of music in life.

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.H.5)

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

[Embedded within Pr4.3.H.5a; Re7.2.H.5a; and Re9.1.H.5a.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Examine and use skills, concepts, and vocabulary common to the arts and other content areas.

For example:

- Describe how fractions correlate to musical notation.
- Work in teams to develop a concert program that includes visual art representing the musical content.

Harmonizing Instruments—Intermediate

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.H.8)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Apply knowledge of melodies and harmonic accompaniments to understand and create music.

For example:

- Create a simple melody over a given harmonic accompaniment.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.H.8)

a. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Enduring Understanding:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Notate melodic, rhythmic, and harmonic concepts in a group composition.

For example:

- Create a melody over a given chord progression, to be played or recorded by self, fellow student, or teacher.
- Develop drafts based upon popular genres of music, such as rock or pop.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.H.8)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Reflect for the purposes of self-evaluation and improvement.
- Critique and refine music using teacher-provided criteria that could include melody, chordal accompaniment, and form.

For example:

- Use criteria (provided by the teacher) to evaluate and refine created melodies and accompaniments in ABA form.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.H.8)

a. Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Compose and present a melody over a given chord progression or specified form.

For example:

- Present a simple melody in ABA form or over a I-IV-V-I chord progression.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.H.8)

a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select artistic resources, materials, and/or repertoire to perform or present.

For example:

- Select and justify a varied repertoire for a coffee house performance.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.H.8)

a. Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Understand, identify, and apply the musical elements (harmony, melody, structure/form, context), demonstrating comprehension of their impact on a musical performance.

For example:

- Explore and identify melodic characteristics, including major, minor, pentatonic, and modal quality, within music that is rehearsed and performed.
- Play on instruments simple melodies accompanied by recorded samples from popular music files.
- Explore and identify harmonic vocabulary, including major, minor, and modal, within music that is rehearsed and performed.
- Sing along with simple, harmonic, student-generated accompaniments.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.H.8)

a. Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Apply a performing process to music to express feelings and emotions artistically, with creativity, and for a specific purpose.

For example:

- Analyze the soundtrack music of a popular video game and discuss how the expressive elements used in the recorded performance impact the gaming experience.
- Sing, play, and improvise, with intentional expression (at age- and skill-appropriate levels), music that reflects various styles, genres, and cultures.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.H.8)

a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Perform in small ensemble formats for peers, community, and/or adjudication, demonstrating appropriate grade level achievement.

- Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).
- Listen to and critique a performance of self, peer, or ensemble.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.H.8)

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform music, using expression and technical accuracy to communicate for a selected purpose and demonstrating understanding of audience and context.

For example:

- Perform varied dynamics and phrasing styles in two culturally contrasting musical selections.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.H.8)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select and use music that is personally relevant and communicates for a specific purpose.

For example:

- Select music and explain how it connects to a historical or cultural purpose.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.H.8)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Respond to the use and organization of elements, principles, skills, fundamentals, and/or techniques within music of different cultures.

For example:

- Describe what is seen, felt, and/or heard (perceived/experienced) within music associated with an unfamiliar cultural event.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.H.8)

a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Apply a responding process to a musical performance and/or presentation: engage, describe, analyze, interpret, and evaluate.

For example:

- Listen to and critique a performance of self, peer, or ensemble.
- Provide feedback to peer performers.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.H.8)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Apply a responding process to a musical performance and/or presentation: engage, describe, analyze, interpret, and evaluate.

For example:

- Evaluate and justify, using supporting evidence and aesthetic criteria.
- Listen to and critique a performance of self, peer, or ensemble.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.H.8)

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

[Embedded within Cr3.2.H.8a; Pr4.1.H.8a; and Re7.1.H.8a.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Engage the senses actively and purposefully when experiencing music.

For example:

- Express ideas and feelings by interpreting musical symbols and performing in a variety of genres and styles.

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.H.8)

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

[Embedded within Pr4.3.H.8a; Re7.2.H.8a; and Re9.1.H.8a.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Determine how arts concepts occur in other content areas.

For example:

- Compare and contrast music and dance and discuss the relationship between the two.

Harmonizing Instruments—High School Proficient

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.H.I)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Use ideas, skills, fundamentals, and techniques to improvise or compose music through guided exploration.

For example:

- Compose an eight-measure song or instrumental piece.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.H.I)

a. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).

Enduring Understanding:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Notate melodic, rhythmic, and harmonic concepts in a musical form in one's own draft composition or improvisation, or in a draft composition or improvisation by a group.

For example:

- Develop draft compositions and improvisations based upon jazz and blues.
- Compose or improvise and record a melodic phrase within a student-selected chord progression.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.H.I)

a. Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variations or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Critique and refine music using criteria developed by the class that could include melody, chordal accompaniment, form, and patterns.

For example:

- Create and compose an eight-measure song or instrumental piece and refine it through evaluation, reflection, and problem-solving.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.H.I)

a. Perform final versions of improvisations, compositions (forms such as theme and variations or 12-bar blues, and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Compose and present improvisations or compositions over a chordal accompaniment, demonstrating technical skills and original use of musical ideas (originality).

For example:

- Perform, using a variety of strumming patterns, a newly composed 12-bar blues over a three-chord accompaniment.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.H.I)

a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select artistic resources, materials, and/or repertoire to create, perform, and present.

For example:

- Compare and contrast repertoires from a variety of genres, cultures, and time periods.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.H.I)

a. Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Analyze the structure/form, context, and/or aesthetics of the work.
- Identify and interpret specific attributes of music that shape culture and/or history.

For example:

- Perform a 12-bar blues with an improvised accompaniment.
- Improvise over a modal tune from an Aebersold album or other recorded track; record and then transcribe one's own performance.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.H.I)

a. 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 choral accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Interpret meaning through personal understanding of the work and/or performance.
- Identify and interpret specific attributes of music that shape culture and/or history.

For example:

- Respond to historical, traditional, geographical, cultural, and political information that surrounds the music that one is learning and performing (such as Bob Dylan's *Blowin' in the Wind*).
- Critique musical groups at a festival, focusing on performers' expressive intent or lack of it.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.H.I)

a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Develop chordal accompaniments in a variety of patterns (such as arpeggio, block chords, country and gallop strumming, and finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).
- Observe, reflect upon, and provide feedback to peers preparing for performance.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.H.I)

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform a varied repertoire of music, using patterns, expression, and technical accuracy to communicate for a selected purpose and demonstrating understanding of audience and context.

For example:

- Perform varied technical patterns and/or articulations in culturally or historically contrasting musical selections.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.H.I)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Utilize musical choices when selecting music from a variety of genres, cultures, and compositional periods, and explain connections to interest, purpose, and context.

For example:

- Examine—when selecting music for a response—the contribution of African American musicians (through spirituals, field hollers, blues, Dixieland, Gospel, ragtime, etc.) to the creation and development of jazz music.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.H.1)

a. Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze the use and organization of elements, principles, skills, fundamentals, and/or techniques in contrasting musical selections.

For example:

- Compare and contrast (with teacher's assistance/guidance) how the elements of music are used to create a personal response to a musical work and/or performance.

ANCHOR

8**RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.H.1)

a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Interpret meaning through personal understanding of the work and/or performance.
- Analyze and evaluate music and apply understanding to create music that expresses feelings and presents ideas.

For example:

- Compare, contrast, and incorporate various expressive elements when interpreting musical selections.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.H.I)

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Evaluate and justify, using supportive evidence and aesthetic criteria.

For example:

- Evaluate how, why, and to what extent the artistic purpose of the performance was or was not achieved.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.H.I)

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

[Embedded within Cr3.2.H.Ia; Pr4.1.H.Ia; and Re7.1.H.Ia.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify (with teacher’s guidance) how personal aesthetic choices are reflected in music and/or performances.

For example:

- Explore personal choices and intent when listening to recordings, attending field trips, researching, reporting, and performing.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.H.I)

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

[Embedded within Pr4.3.H.Ia; Re7.2.H.Ia; and Re9.1.H.Ia.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Demonstrate and analyze the connections among the arts and between the arts and other content areas.

For example:

- Analyze an arts presentation that integrates two or more arts disciplines.

Harmonizing Instruments—High School Accomplished

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.H.II)

a. Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Use ideas, skills, fundamentals, and techniques to improvise or compose music independently or in groups.

For example:

- Implement choices of musical elements, skills, fundamentals, and techniques to create music.
- Improvise short melodies with a consistent style, meter, and/or tonality in styles ranging from Bach to contemporary.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.H.II)

a. 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.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Analyze, understand, and apply the element *form* while creating, performing, and documenting the creative process.
- Notate melodic, rhythmic, and harmonic concepts in various musical forms in one's own draft compositions or improvisations, or in draft compositions or improvisations by a group.

For example:

- Create and record (separately or within a musical composition) an original theme and variations.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.H.II)

a. 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.

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Critique and refine compositions, improvisations, and accompaniments using peer-developed criteria that could include harmonization, form, and patterns.

For example:

- Compose a small ensemble piece in rondo form and reflect on its form and structure using an appropriately designed, student-developed rubric.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.H.II)

a. Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Compose and present works, using different styles and harmonizations, that demonstrate technical skills and original use of musical ideas (originality).

For example:

- Perform original music informed by genres (such as jazz, country, bluegrass, or rock), styles (such as the style of Duke Ellington, Elvis, Bela Fleck, or The Beatles), and techniques being studied.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.H.II)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select artistic resources, materials, and/or repertoire to create, perform, and present.

For example:

- Choose music from contrasting American musical styles—such as blues, country, musical theatre, and classical rock—for self and others.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.H.II)

a. 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 in a variety of styles.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Identify forms and structures used in performance and listening examples.
- Identify and interpret specific attributes of music that shape culture and/or history.

For example:

- Perform short improvised melodies with chordal accompaniments.
- Improvise over a rock tune from a favorite album or other recorded track; record and then transcribe one's own performance.
- Listen to an improvisation of a peer imitating the style of a famous musician, such as BB King, on guitar; record and then transcribe the peer's performance.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.H.II)

a. Explain 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 choral accompaniments in a variety of styles.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Analyze, evaluate, and apply the element *expression* (dynamics, style, tempo, phrasing) and artistic understanding while creating, performing, and responding to a variety of styles within selected ensemble literature.

For example:

- Perform—artistically and with justifiable expression—music for solo/ensemble performances, and produce a short paper describing the genre, historical setting, and technical demands of the composition.
- Compare, contrast, and incorporate expressive elements to support the interpretation of a variety of musical works.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.H.II)

a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Listen to and critique a performance or improvisation by self, peer, or ensemble that incorporates feedback on repertoire choices, performance excellence, and refinement strategies.
- Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.H.II)

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform a varied repertoire of music and/or improvisations, using expression and technical accuracy to communicate for a selected purpose and demonstrating understanding of audience and context.

For example:

- Perform, with stylistic and contextual sensitivity, musical selections from a variety of cultural, historical, or social conditions.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.H.II)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Justify musical choices when selecting music from a variety of genres, cultures, and compositional periods, and explain connections to interest, purpose, and context.

For example:

- Choose (for a response) a selection of music in the country music genre (Appalachian folk music, western swing, bluegrass, rockabilly, folk rock, country rock, alt-country, and pop country) and justify one's choices.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.H.II)

a. Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze the use and organization of musical form and structure in contrasting musical works.

For example:

- Compare and contrast how musical structure informs the role of music within a given musical culture and/or time period.

ANCHOR

8**RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.H.II)

a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

.....

Suggestions for students—

- Interpret meaning through personal understanding of the work and/or performance.
- Analyze and evaluate music and apply understanding to create music that expresses feelings and presents ideas.

For example:

- Examine the historical, traditional, geographical, and cultural information that surrounds the music of the late 20th Century jazz pianists Art Tatum, Thelonious Monk, and Chick Corea.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.H.II)

a. Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

.....

Suggestions for students—

- Evaluate and justify, using supportive evidence and aesthetic criteria.

For example:

- Critique (by means of writing, discussion, and/or presentation) how the elements, techniques/skills, and musical qualities are used within the performance.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.H.II)

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

[Embedded within Cr3.2.H.IIa and Pr4.1.H.IIa.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify how personal aesthetic choices are reflected in music and/or performances.
- Examine and discuss how cultural and historical perspectives in music influence personal aesthetic criteria.

For example:

- Select and compare specific pieces of music that have shaped culture or history.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.H.II)

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

[Embedded within Pr4.3.H.IIa; Re7.2.H.IIa; and Re9.1.H.IIa.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Demonstrate and analyze the connections among the arts and between the arts and other content areas.

For example:

- Analyze and critique an arts presentation that uses arts and other content areas.

Harmonizing Instruments—High School Advanced

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.H.III)

a. Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Use ideas, skills, fundamentals, and techniques to improvise or compose multiple pieces of music in contrasting styles.

For example:

- Implement choices of musical elements, skills, fundamentals, and techniques to create music.
- Compose complex chord progressions, such as I-vi-IV-V, blues riffs, and ii-V⁷-I.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.H.III)

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

Enduring Understanding:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Analyze, understand, and apply the element *form* while creating and documenting the creative process.
- Notate melodic, rhythmic, and harmonic concepts in a variety of musical forms in one's own draft compositions or improvisations, or in draft compositions or improvisations by a group.

For example:

- Create and record an original musical theatre song informed by existing musical theatre styles (for example, Sondheim, Lloyd Webber, Schwartz, Estefan, Larson, and Lin-Manuel Miranda).
- Record modal improvisation in jazz (Dorian, Phrygian, Lydian, Mixolydian, and Locrian).

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.H.III)

a. 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.

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Critique and refine compositions, improvisations, and accompaniments using peer-developed criteria that could include harmonization, form, and style.

For example:

- Create an accompaniment to an original musical theatre song, and reflect on/evaluate its connection to the song's lyrics.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.H.III)

a. Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Compose and present a collection of works, using different styles and harmonizations, that demonstrate technical skills and original use of musical ideas (originality).

For example:

- Prepare a musical improvisation, using a variety of styles and techniques, within a larger work for a specific performance.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.H.III)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select artistic resources, materials, and/or repertoire to create, perform, and present.

For example:

- Select a varied repertoire of musical works from a specific stylistic period for a community performance.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.H.III)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Identify forms, structures, and context used in performance and listening examples.
- Identify, interpret, and perform elements of music that shaped culture and/or history.

For example:

- Prepare for performance a varied repertoire of solo literature based on one's knowledge of the genre and stylistic period.
- Identify specific stylistic characteristics of famous performers and perform or improvise short quotations (riffs) in the same style.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.H.III)

a. Explain and present interpretations that demonstrate and describe the context (social, cultural, or historical) and an understanding of the creator's intent in repertoire for varied programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniment, and improvisation in a variety of contrasting styles.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Understand and apply multiple performance techniques, styles, or attributes, taken from various artists, cultures, and times, to selected and/or improvised music.

For example:

- Differentiate musical styles and genres, and recognize how the various historical time periods influenced those styles and genres, in preparation for performing music and writing program notes.
- Present a recital demonstrating artistry.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.H.III)

a. Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to established musical repertoire and improvisations, and rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Listen to and critique recordings of the rehearsal process: Individually critique using an appropriate self-reflection rubric, and from this feedback, collaboratively develop a revised rehearsal strategy.
- Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).

ANCHOR

6**PERFORMING***present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.H.III)

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform a varied repertoire of music, improvisations, and/or accompaniments, using expression and technical accuracy to communicate for a selected purpose and demonstrating understanding of audience and context.

For example:

- Perform, with stylistic and contextual sensitivity, complex musical selections from a variety of cultural, historical, or social conditions.

ANCHOR

7.1**RESPONDING***select***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.H.III)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select (for a response) music drawn from diverse genres, artists, cultures, and/or time periods.

For example:

- Independently select and respond to music drawn from different cultures and/or historical periods.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.H.III)

a. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Evaluate and justify, using supporting evidence, structural characteristics of music.
- Identify and interpret specific attributes of music that shape culture and/or history.

For example:

- Justify and provide examples of how cultural and historical perspectives in music influence aesthetic choices within various time periods and cultures.

ANCHOR

8**RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.H.III)

a. Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when experiencing music.
- Demonstrate and analyze the connection among the arts and between the arts and other content areas.

For example:

- Explain the similarities and differences between George Gershwin’s *An American in Paris* and Stravinsky’s *Rite of Spring*.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.H.III)

a. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Evaluate and justify, using supportive evidence and aesthetic criteria.

For example:

- Critique (by means of a rubric designed by the student(s)) a recorded version of one’s own ensemble performance.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.H.III)

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

[Embedded within Cr3.2.H.IIIa and Pr4.1.H.IIIa.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify (independently) how personal aesthetic choices are reflected in music and/or performances.
- Categorize the sequence of the development of musical genres and how they relate to one another.

For example:

- Provide examples of how personal, cultural, and historical perspectives in music influence personal aesthetic criteria.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.H.III)

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

[Embedded within Pr4.3.H.IIIa; Re7.2.H.IIIa; and Re9.1.H.IIIa.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Demonstrate and analyze the connections among the arts and between the arts and other content areas.

For example:

- Analyze how music impacts choices throughout life.

Traditional & Emerging Ensembles—Novice

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.E.5)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Use ideas, skills, fundamentals, and techniques to create music through guided exploration.

For example:

- Compose and/or improvise simple rhythmic, melodic, and harmonic patterns to reflect various styles of music with voice or on an instrument.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.E.5)

a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Explore compositional techniques to develop melodic and rhythmic ideas.
- Incorporate music studied in rehearsal to develop new musical ideas.
- Use traditional manuscript, digital formats, and software to archive one's compositions.

For example:

- Compose basic rhythmic patterns using simple meters in short musical compositions.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.E.5)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music based on teacher-provided criteria, which could include form and structure, melodic line, chordal harmonies, and dynamics.

For example:

- Evaluate and refine personally developed blues, modal, or diatonic improvisation using criteria provided by the teacher.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.E.5)

a. Share personally-developed melodic and rhythmic ideas or motives—individually or as an ensemble—that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Present one's own musical compositions and/or performance for others, demonstrating the elements of music or understanding of the text used in rehearsal.

For example:

- Present one's own improvisation, the rhythm and melodic structure of which fit the characteristics of the music.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.E.5)

a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select artistic resources, materials, and/or repertoire to perform or present.

For example:

- Rehearse and perform/present simple rhythmic, melodic, and harmonic patterns to reflect various styles of music.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.E.5)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Apply a performance process to music, demonstrating understanding of the elements of music and context as determined through analysis.

For example:

- Rehearse and perform easy rhythmic, melodic, and harmonic patterns to reflect various styles of music. (Interpretations may be based upon a specific composer's compositional attributes.)
- Improvise simple melodic and/or rhythmic fragments for a scene from *Sesame Street* (or other iconic show), demonstrating awareness of a specific context.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.E.5)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Apply a performing process to music to express feelings and emotions artistically, with creativity, and for a specific purpose.

For example:

- Discuss why certain expressive techniques are used when creating music used at sporting events and apply those techniques to music chosen for performances with athletic bands (or other).
- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.E.5)

a. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Reflect upon work and/or performance and self-evaluate to set goals.
- Rehearse music and refine it for performance based upon informed musical criteria.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.E.5)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform—with technical accuracy and expressive qualities and demonstrating an awareness of context—a variety of music.

For example:

- Present a polished performance of grade-level appropriate repertoire.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.E.5)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select and respond to music, communicating one's personal interest and understanding of the purpose or context.

For example:

- Respond (with teacher's direction) to music for a cultural celebration.
- Examine and respond to the way that music used in a film supports a character and/or action sequence.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.E.5)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze and understand musical context while responding to music.

For example:

- Evaluate and justify, using supporting evidence, when responding to music and music making.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.E.5)

a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when critiquing a musical performance.

For example:

- Refine music through evaluation, reflection, and problem-solving.
- Reflect upon work and/or performance and self-evaluate to set goals.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.E.5)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Apply a responding process to a musical performance and/or presentation: engage, describe, analyze, interpret, and evaluate.

For example:

- Apply a responding process when experiencing music.
- Evaluate and justify, using supporting evidence and aesthetic criteria.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.E.5)

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

[Embedded within Cr3.2.E.5a; Pr4.1.E.5a; 4.3.E.5a; and Re7.1.E.5a.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Understand how the arts impact and reflect personal choices throughout life.
- Use musical elements to convey personal choices and intent.

For example:

- Implement personal choices of musical elements, principles, and skills to create and/or perform music.
- Analyze and evaluate how music impacts local economic, political, and environmental choices.

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.E.5)

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

[Embedded within Cr1.1.E.5a; Cr3.2.E.5a; Pr6.1.E.5b; and Re9.1.E.5a.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Examine and use skills, concepts, and vocabulary common to the arts and other content areas.

For example:

- Describe how fractions correlate to musical notation.
- Work in teams to develop a concert program that includes visual art representing the musical content.

Traditional & Emerging Ensembles—Intermediate

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.E.8)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Use ideas, skills, fundamentals, and techniques to create music through guided exploration.
- Implement choices of musical elements, skills, fundamentals, and techniques to create music.

For example:

- Create a theme song or jingle to understand and develop skills and techniques in musical compositions.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.E.8)

a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Explore compositional techniques to develop melodic and rhythmic passages.
- Incorporate music studied in rehearsal to develop new musical passages.
- Use traditional manuscript, digital formats, and software to archive one's compositions.

For example:

- Compose rhythmic and melodic passages using simple meters in short musical compositions.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.E.8)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music based on collaboratively developed criteria, which could include form and structure, melodic line, chordal harmonies, tempo, and dynamics.

For example:

- Evaluate and refine personally developed coda for an instrumental work using criteria developed by the teacher and students.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.E.8)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Present melodies and rhythmic passages that one composed and that demonstrate the elements of music or understanding of the text used in rehearsal.

For example:

- Present a student-developed melodic or rhythmic passage, moving between duple and triple meter.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.E.8)

a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select artistic resources, materials, and/or repertoire to perform or present.

For example:

- Select a variety of popular songs to accompany body percussion patterns or found sounds (such as table, trash cans, buckets, or music stands) to perform or present.
- Select artistic resources, materials, and/or repertoire using blues elements to perform or present.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.E.8)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Apply a performance process to music through the use of note reading, demonstrating understanding of the elements of music and context as determined through analysis and peer or professional feedback.
- Compare and contrast how musical styles and genres can communicate for a specific purpose.

For example:

- Improvise short melodies with a specific style, meter, or tonality, based on a contemporary melody performed in the style of Bach.
- Sing, play, and/or improvise (at age- and skill- appropriate levels) music that reflects specific rhythmic and stylistic elements from the music of another culture.

ANCHOR

4.3

PERFORMING

*interpret***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.E.8)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Apply a performing process to music to express feelings and emotions artistically, with creativity, and for a specific purpose.
- Understand how the arts inform personal expression and reflect cultures/civilization, place, and time.

For example:

- Respond to the director's conducting to add dynamic shape and expressive phrasing to a melody in an instrumental or vocal composition.
- Analyze the soundtrack music from a popular video game and discuss how the expressive elements used in the recorded performance impact the gaming experience.

ANCHOR

5

PERFORMING

*rehearse, evaluate, refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.E.8)

a. 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.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.

For example:

- Perform in small ensemble formats for peers, community, and/or adjudication, demonstrating appropriate grade-level achievement.
- Listen to and critique a performance of self, peer, or ensemble.
- Revise (based upon reflection and critique of previous performances) musical pieces between and during performances. Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.E.8)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform—with technical accuracy and expressive qualities and demonstrating an awareness of context—a variety of music of diverse cultures and styles.

For example:

- Present a polished performance of grade-level appropriate repertoire representing a variety of cultures and styles.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.E.8)

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

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Explain one's reasons for selecting music for a response, communicating one's personal interest and understanding of the specific purpose or context of the music.

For example:

- Justify reasons for selecting music.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.E.8)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze a responding process when experiencing music.
- Understand how the arts influence and reflect cultures/civilization, place, and time.

For example:

- Analyze the use and organization of elements, principles, skills, fundamentals, and/or techniques when responding to music and music making.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.E.8)

a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when critiquing a musical performance.

For example:

- Respond to the conductor’s gestures and direction to add dynamic shape to a melody in an instrumental or vocal composition.
- Respond to the historical, traditional, geographical, cultural, and political information that surrounds the music that is being learned and performed.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.E.8)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Apply a responding process to a musical performance and/or presentation: engage, describe, analyze, interpret, and evaluate.

For example:

- Evaluate and justify, using supporting evidence and aesthetic criteria.
- Listen to and critique a performance of self, peer, or ensemble.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.E.8)

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

[Embedded within Cr3.2.E.8a; Pr4.2.E.8a; Pr4.3.E.8a; and Re7.1.E.8a.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Use musical elements to convey personal choices and intent when creating and/or performing music.

For example:

- Implement personal choices of musical elements, principles, and skills to create and/or perform music.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.E.8)

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

[Embedded within Cr1.1.E.8a; Cr3.2.E.8a; Pr6.1.E.8b; and Re9.1.E.8a.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Determine how arts concepts occur in other content areas.

For example:

- Compare and contrast music and dance and discuss the relationship between them.

Traditional & Emerging Ensembles—High School Proficient

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.E.I)

a. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Analyze, understand, and apply rhythmic patterns used in music from a variety of cultural genres and historical periods to create musical compositions.

For example:

- Compare and contrast rhythm styles or the style of baroque, classical, romantic, and modern or popular periods.
- Compare and contrast rhythmic styles or meter for use in compositions in the style of a specified culture.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.E.I)

a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Use compositional techniques to develop melodic, harmonic, and rhythmic passages in original compositions and/or arrangements.
- Incorporate music studied in rehearsal to develop new musical passages.
- Use traditional manuscript, digital formats, and software to archive one's compositions.

For example:

- Create a short composition or arrangements in the French overture style, ballade, or march (discuss composers, for instance Gustav Holst, John Phillip Sousa, and Eric Whitacre).
- Perform (alone or with other students) the first draft of a composition or arrangement. (The teacher makes an audio/visual recording of the performance.)

ANCHOR

3.1**CREATING***evaluate and refine***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.E.I)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music based on established criteria, which could include form and structure, melodic line, chordal harmonies, tempo, and dynamics, and that align with the identified purpose.

For example:

- Evaluate one's own composition and reflect to ensure that the composition aligns with the identified purpose.

ANCHOR

3.2**CREATING***present***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.E.I)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Present melodies, rhythmic passages, and arrangements that one composed for an identified purpose.

For example:

- Improvise short melodies (one's own compositions) with a consistent style, meter, or tonality, such as a contemporary melody in the style of Bach, or a Mozart piece in the style of Rachmaninoff.

ANCHOR

4.1**PERFORMING***select***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.E.I)

a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Use music to communicate for a specific purpose.
- Analyze and evaluate music and apply understanding to create music that communicates for a specific purpose, such as by:
 - Examining (with teacher's mentoring, and working towards independence) how the deliberate use of musical elements communicates for a specific purpose.
 - Performing music (with teacher's mentoring, and working towards independence) to communicate for a selected purpose.

For example:

- Use the elements of music to justify (with teacher's mentoring) one's choices of literature for personal performance (for instance, a solo for the district music festival).

ANCHOR

4.2**PERFORMING***analyze***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.E.I)

a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Apply a performance process to music: select, interpret, rehearse, adjust, refine, present, produce, reflect, and self-evaluate based upon understanding of context, musical elements, and compositional techniques.

For example:

- Perform musical phrases with seamless transitions, technical accuracy, and expression.
- Interpret a solo or chamber ensemble work for a performance based upon analysis of a specific composer's compositional attributes.
- Sing, play, and/or improvise (at age- and skill- appropriate levels) music that reflects various styles, genres, and cultures.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.E.I)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Perform and compose tempo markings, such as *largo*, *andante*, *allegro*, *presto*, *ritardando*, and *accelerando*.
- Use a variety of dynamic markings when singing and playing instruments in a performance.

For example:

- Compose a tone poem for a presentation and justify the musical choices made to illustrate the passion of the text. (Alternatively, select an existing piece of music to accompany a text.)
- Interpret a solo or chamber ensemble work for a performance, implementing experientially appropriate, expressive performance elements.

ANCHOR

5

PERFORMING

*rehearse, evaluate, refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.E.I)

a. 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.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine expressive qualities of the music through evaluation, reflection, and problem-solving.

For example:

- Revise (based upon reflection and critique of previous performances) the artistic and technical achievement within a musical repertoire between and during performances. Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).
- Observe, reflect upon, and provide feedback to peers preparing for performance.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.E.I)

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

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

Enduring Understanding: Musi-

cians 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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Demonstrate musical skills and techniques (while working towards independence) when performing.
- Perform—with technical accuracy and expressive qualities and demonstrating an awareness of context and audience—a variety of music of diverse cultures and styles.

For example:

- Perform repertoire using stylistically correct tone quality and articulation/diction.
- Perform appropriately the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.E.1)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Use criteria for selecting music.

For example:

- Use criteria for selecting music, which could include form, instrumentation, and/or voicing.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.E.1)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze and evaluate how a musical work reflects and/or influences culture, place, and history.
- Identify and interpret specific attributes of music that shape culture and/or history.
- Select and compare specific pieces of music that have shaped culture or history.

For example:

- Provide examples of how life experience, inspiration, competition, and deadlines impact the creative process of the composer, performer, and responder (for instance, *Rhapsody in Blue* by George Gershwin).
- Research *Rodeo* by Aaron Copeland to determine how the composition was influenced by American culture.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.E.I)

a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Use music to express feelings and present ideas.
- Analyze and evaluate music and apply understanding to create music that expresses feelings and presents ideas.
- Express feelings and present ideas by using musical symbols and performing (with teacher's mentoring, and working towards independence) in a variety of genres and styles.

For example:

- Compare, contrast, and incorporate various expressive elements when developing an interpretation for a musical composition.
- Respond to historical, traditional, geographical, cultural, and political information that surrounds the music being learned and performed, such as the *1812 Overture* by Peter Tchaikovsky.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.E.I)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Use a responding process to analyze music: engage the senses actively and purposefully, describe what one perceives and experiences, analyze the use of elements, principles, skills, and techniques, interpret meaning, and use criteria and evidence to evaluate the work.

For example:

- Create (with the assistance of the teacher/student peers) an appropriate rubric for self-evaluation and reflection.
- Refine musical pieces between performances following peer or professional feedback.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.E.I)

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

[Embedded within Cr3.2.E.I5a; Pr4.1.E.Ia; Pr4.3.E.Ia; and Re7.1.E.Ia.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify (with teacher's guidance) how personal aesthetic choices are reflected in music and/or performances.

For example:

- Explore personal choices and intent when listening to recordings, attending field trips, researching, reporting, and performing.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.E.I)

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

[Embedded within Cr1.1.E.Ia; Cr3.2.E.Ia; Pr6.1.E.Ib; and Re9.1.E.Ia.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

.....
Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Investigate how the arts impact and reflect personal choices in the arts and throughout life.

For example:

- Examine the importance of music in the world around us.
- Explore how the economic conditions of African Americans in the Mississippi Delta contributed to the development of the genre Delta Blues.

Traditional & Emerging Ensembles—High School Accomplished

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.E.II)

a. Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Apply a creative process to music: identify, explore, gather, interpret, use, implement, reflect, refine, and present/perform.

For example:

- Create a theme and variations in a musical composition.
- Develop a musical project that involves examining, composing, and performing music (for example, in the style of Shona marimba music from Africa).
- Compare and contrast rhythmic styles, meter, or harmony for use in compositions in the style of a specified cultural or community event.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.E.II)

a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Use melodic, harmonic, and rhythmic ideas from a specific culture to create an original composition and/or arrangement.
- Use traditional manuscript, digital formats, and software to archive one's personal compositions.

For example:

- Write a short composition reflecting on the meaning of Independence Day (any culture).
- Write a short composition that imitates the compositional style of fiddle/dance music.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.E.II)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music based on criteria that one developed, which could include form and structure, melodic line, chordal harmonies, tempo, and dynamics, and that align with the identified purpose.

For example:

- Reflect upon and evaluate one's own composition using a scoring rubric that aligns with the identified purpose (for instance, chamber ensemble, Mariachi, or percussion ensemble).

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.E.II)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Present arrangements, sections, and short compositions that one created for an identified purpose.

For example:

- Compose and perform a melodic phrase within a designated chord progression and/or musical style for a jazz concert.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.E.II)

a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Use music to communicate for a specific purpose.
- Analyze and evaluate music and apply understanding to create music that communicates for a specific purpose, such as by:
 - Examining (with teacher's mentoring, and working towards independence) how the deliberate use of musical elements communicates for a specific purpose.
 - Performing music (with teacher's mentoring, and working towards independence) to communicate for a selected purpose.

For example:

- Discuss how composition, orchestration, and musical elements effectively portray the time period during which a solo or ensemble was written. (This should relate to the student's participation—solo or ensemble—at a festival or concert.)

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.E.II)

a. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Examine and apply a performance process to music: select, interpret, rehearse, adjust, refine, present, produce, reflect, and self-evaluate based upon understanding of context, musical elements, and compositional techniques.

For example:

- Rehearse music and refine it for performance based upon informed musical criteria.
- Revise musical pieces between and during performances based upon reflection and critique of previous performance. Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.E.II)

a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Analyze, evaluate, and apply the element *expression* (dynamics, style, tempo, and phrasing) and artistic understanding while creating, performing, and responding to a variety of styles within selected ensemble literature.

For example:

- Perform artistically—and with justifiable expression—music for solo or ensemble performances, and produce a short paper describing the genre, historical setting, and technical demands of the composition.
- Critique musical groups at a festival, focusing on performers' expressive intent.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.E.II)

Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine expressive qualities of the music through evaluation, reflection, and problem-solving.

For example:

- Listen to and critique a performance or improvisation by self, peer, or ensemble that incorporates feedback on repertoire choices, performance excellence, and refinement strategies.
- Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.E.II)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform—with technical accuracy and expressive qualities and demonstrating an awareness of context and audience—a variety of music of diverse cultures, styles, and historical periods.

For example:

- Demonstrate the ability to shape musical lines with dynamics and tempo in musical compositions in performance.
- Use acquired experience and ability to present musical performances based upon aesthetic criteria, technical accuracy, and past and current audience interaction.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.E.II)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Use criteria for selecting music and justify choices, giving examples of purpose and context.

For example:

- Provide examples of how life experience and inspiration impact the selection of music.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.E.II)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Research, critique, interpret, and evaluate how a musical work can shape and reflect culture and history.
- Compare and contrast specific attributes, including technical elements, of music from different time periods.
- Compare specific attributes of music from different time periods.

For example:

- Discuss how the composition, instruments, orchestration, and musical elements effectively portray the purpose of Peter Tchaikovsky's *1812 Overture*, which was written in 1880 to commemorate the defense of Moscow against Napoleon's advancing grande armée and the Battle of Borodino in 1812.
- Discuss how the expressive elements used in the late romantic period, such as in *Pines of Rome*, are different from those used in the baroque period.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.E.II)

a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Use music to express feelings and present ideas.
- Analyze and evaluate music and apply understanding to create music that expresses feelings and presents ideas.
- Work independently of the teacher to express, synthesize, and present ideas and feelings, using musical symbols and composing in a variety of genres and styles.

For example:

- Justify dynamic phrasing within a musical phrase to communicate the composer's intent.
- Rationalize the use of musical elements in the creation of musical compositions to shape melodic and harmonic lines in ways that communicate the composer's intent.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.E.II)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Use a responding process to analyze music: engage the senses actively and purposefully, describe what one perceives and experiences, analyze the use of elements, principles, skills, and techniques, interpret meaning, and use criteria and evidence to evaluate the work.

For example:

- Critique (by means of writing, discussion, and/or presentation) how the elements, techniques/skills, and fundamentals of music are used.
- Interpret a piece of solo literature based on knowledge of the genre and era.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.E.II)

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

[Embedded within Cr3.2.E.IIa; Pr4.1.E.IIa; Pr4.3.E.IIa; and Re7.1.E.IIa.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify how personal aesthetic choices are reflected in music and/or performances.
- Examine and discuss how cultural and historical perspectives in music influence personal aesthetic criteria.

For example:

- Based upon the composer's creative choices, discuss how the entire orchestra uses dynamics to represent the Roman army marching into Rome in the composition *The Pines of Rome*.
- Explore cultural and historical perspectives when listening to recordings, attending field trips, researching, reporting, and performing.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.E.II)

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

[Embedded within Cr1.1.E.IIa; Cr3.2.E.IIa; Pr 6.1.E.IIb; and Re9.1.E.IIa.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Investigate how the arts influence and reflect cultures/civilization, place, and time.

For example:

- Discuss how the composition, instruments, orchestration, and musical elements effectively portray the purpose and background of Tchaikovsky's *1812 Overture*.

Traditional & Emerging Ensembles—High School Advanced

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.E.III)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Explore and apply a variety of musical styles or genres—citing various artists, cultures, and times—to demonstrate a refined student composition and/or improvisation.

For example:

- Improvise in an ensemble setting a melody in the style of Bach, Louis Armstrong, Ella Fitzgerald, Mel Torme, John Coltrane, or Count Basie (or in the style of a specific tune or performer listed by the instructor).
- Create a 12-bar blues, including a 5-tone melody based upon the Sweet Blues Scale, using a simple accompaniment (created or from a recorded sample); include expressive elements, such as dynamics, variety of articulation, and/or tempo variations.
- Compare and contrast rhythmic styles, meter, harmony, and melody for use in compositions in the style of a specified cultural or community event.
- Create compositions or improvisations, which could include Beat-Boxing, Mariachi, Hip Hop, and other modern or traditional styles.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.E.III)

a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.

b. Preserve draft musical works through standard notation, audio, or video recording.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Justify the use of melodic, harmonic, and rhythmic ideas from varying cultures in original compositions, improvisations, and/or arrangements.
- Use traditional manuscript, digital formats, and software to archive one's compositions and/or improvisations.

For example:

- Imitate the style of a favorite composer in a substantial improvisation and/or composition.
- Record works created by oneself and others; use a scoring rubric to assess the quality of the digital recording.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.E.III)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music based on criteria that one developed, which could include form and structure, melodic line, chordal harmonies, tempo, and dynamics, and that align with the identified purpose and context.

For example:

- Justify dynamic phrasing within a musical phrase to communicate the composer's intent.
- Rationalize the use of musical elements that shape melodic and harmonic lines that communicate intent.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.E.III)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Present arrangements, sections, and short compositions that one created for an identified purpose and context.

For example:

- Perform a multi-movement chamber piece in multiple forms.
- Perform original musical material informed by genres (such as jazz, blues, opera, rock, gospel, or bluegrass), styles (such as the style of Duke Ellington, Billy Holiday, Luciano Pavarotti, The Beatles, or Elvis Presley), and techniques being studied.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.E.III)

a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Analyze and evaluate music and apply understanding to create music that communicates for a specific purpose, such as by:
 - Working independently to critique how the deliberate use of musical elements, fundamentals, skills, and techniques communicate for a specific purpose in a variety of genres and styles.
 - Working independently to perform music that communicates for a selected purpose.

For example:

- Watch a televised music competition and experience how the contestants perform a piece of music adapted to their own personal choices, which may or may not accord with the composer's intentions.
- Play or sing music—originally written in any period—that has a repeat without dynamic markings, and interpret and perform the dynamics that are appropriate for the particular musical genre, such as music by George Frideric Handel.
- Analyze a piece of classical music and variations, such as Wolfgang Amadeus Mozart's *Ah! vous Dérail-je, Maman* (*Twinkle, Twinkle, Little Star*).
- Create one's own concert to portray musical styles and culture throughout history.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.E.III)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Analyze and apply a performance process to music: select, interpret, rehearse, adjust, refine, present, produce, reflect, and self-evaluate based upon understanding of context, musical elements, and compositional techniques.

For example:

- Rehearse and refine a masterwork for performance.
- Reflect upon and evaluate a recorded version of one's own performance.
- Listen to and critique a performance of self, peer, or ensemble.
- Listen to and discuss differences in styles and techniques of conductors, such as Leonard Bernstein's rendition of Ludwig von Beethoven's *5th Symphony* with the New York Philharmonic versus Sir Georg Solti's rendition of Beethoven's *5th Symphony* with the Chicago Symphony.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.E.III)

a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Understand, and apply to selected or improvised music, multiple performance techniques, styles, or attributes, taken from various artists, cultures, and times.

For example:

- Present a senior recital, demonstrating artistry.
- Use artistic, expressive, or interpretive vocabulary to critique a live or recorded musical performance representing a variety of genres, artists, cultures, and/or times.
- Examine the contribution of African Americans (through spirituals, field hollers, blues, Dixieland, ragtime, etc.) to the creation and development of performance techniques used in the performance of jazz music.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.E.III)

a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process to music, and rehearse, adjust, and refine expressive qualities of the music through evaluation, reflection, and problem-solving.

For example:

- Listen to and critique recordings of the rehearsal process. Individually critique using an appropriate self-reflection rubric, and from this feedback, collaboratively develop a revised rehearsal strategy.
- Consider the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.E.III)

a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire

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.

representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform—with expressive qualities and a high-level of technical accuracy and demonstrating an awareness of context and audience—a variety of music of diverse cultures, styles, genres, and historical periods.

For example:

- Perform with guest artists/clinicians in a collaborative event.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.E.III)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Research and develop personal criteria when selecting music and justify choices, giving examples of purpose and context.

For example:

- Provide examples of how research and personal criteria impact the selection of music.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.E.III)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Understand how the arts influence and reflect cultures/civilization, place, and time.
- Analyze and evaluate how music reflects and/or influences culture, place, and history.
- Research, critique, interpret, and evaluate how a musical work can shape and reflect culture and history.
- Compare and contrast specific attributes, including technical elements, of music from different time periods.

For example:

- Create a composition that imitates the technical and expressive elements of a master composer. (Include a specific time period, style, or genre.)
- Perform works from three different composers representing the same time period and discuss the similarities and differences seen in both the technical and expressive elements. (Consider a discussion with the audience or group of listeners.)

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.E.III)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Use music to communicate for a specific purpose.
- Analyze and evaluate music and apply understanding to create music that communicates for a specific purpose.
- Work independently to critique how the deliberate use of musical elements, fundamentals, skills, and techniques communicates for a specific purpose in a variety of genres and styles.
- Work independently to perform music that communicates for a selected purpose.

For example:

- Provide examples of how life experience, inspiration, competition, and deadlines impact the creative process of the composer, performer, and responder, such as how George Gershwin's *Rhapsody in Blue* was inspired and written.

- Research and reflect upon the ways that a piece of music is influenced by the political climate, culture, place, and time.
- Create a composition for a specific purpose.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.E.III)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Use a responding process to analyze music: engage the senses actively and purposefully, describe what one perceives and experiences, analyze the use of elements, principles, skills, and techniques, interpret meaning, and use criteria and evidence to evaluate the work.
- Apply/demonstrate a responding process when experiencing music.
- Engage the senses actively and purposefully while experiencing music.

For example:

- Discuss differences in styles and techniques of conductors, such as Leonard Bernstein's rendition of Beethoven's *5th Symphony* with the New York Philharmonic versus Sir Georg Solti's rendition of Beethoven's *5th Symphony* with the Chicago Symphony.
- Evaluate the use of set design, costumes, and music to support the meaning of a live or recorded musical performance, such as an opera or musical theatre piece.
- Research and reflect upon the ways a piece of music is influenced by the political climate, culture, place, and time.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.E.III)

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

[Embedded within Cr3.2.E.IIIa; Pr4.1.E.IIIa; Pr4.3.E.IIIa; and Re7.1.E.IIIa.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify (independently) how personal aesthetic choices are reflected in music and/or performances.
- Categorize the sequence of the development of musical genres and how they relate to one another.

For example:

- Perform the First Movement of the Holst *Suite No. 1 in E-flat*, using effective dynamics.
- Discuss how the expressive elements used in compositions of the early 20th century, such as Eisenstein's *Alexander Nevsky* (Александр Невский), are different than those used in the baroque period.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.E.III)

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

[Embedded within Cr1.1.E.IIIa; Cr3.2.E.IIIb; Pr6.1.E.IIIb; and Re9.1.E.IIIa.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Investigate how arts knowledge and skills are used in the world of work, including careers in the arts.

For example:

- Design an educational plan that includes a lifetime of music as an avocation.
- Develop a career plan that includes the arts.

Composition & Theory—High School Proficient

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.C.I)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Analyze and evaluate (with teacher's direction) how music expresses ideas and feelings.

For example:

- Articulate one's own emotions when generating musical ideas.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.C.I)

a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Develop musical ideas and apply understanding (with teacher's direction) to create music that expresses feelings and presents ideas.

For example:

- Work (with teacher's direction) to express, synthesize, and present ideas and feelings using musical symbols and composing in a variety of genres and styles.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.C.I)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music for the purposes of self-evaluation and improvement.

For example:

- Participate in the peer-evaluation process, providing feedback to others and using peer feedback to make revisions to one's own draft compositions.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.C.I)

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

b. Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform musical work for oneself and others, demonstrating the relevant elements of music.

For example:

- Perform in solo and/or small ensemble formats for peers.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.C.I)

a. Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select excerpts, passages, or sections of music to present for a specific intent.

For example:

- Identify the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music, selected for performance.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.C.I)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Perform (with teacher's mentoring, and working towards independence) one's own music and the music of others to communicate for a selected purpose, utilizing various forms and technical elements, such as articulation and dynamics, to support realization of a specific style and/or mood.

For example:

- Analyze and discuss rehearsal and performance qualities—in reference to the performance of a short, dramatic composition—utilizing a festival-style rubric, including analysis of form, dynamics, articulation, phrasing, style, and expression of mood.
- Analyze how the entire orchestra effectively uses dynamics and articulations to represent the Roman army marching into Rome on the Appian Way (the old highway into Rome) in the fourth movement of *The Pines of Rome* by Ottorino Respighi.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.C.I)

a. 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.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Express feelings and present ideas by using musical symbols and performing (with teacher's mentoring, and working towards independence) in a variety of genres and styles.

For example:

- Compare, contrast, and incorporate various expressive elements when developing an interpretation for a musical composition.
- Define and develop a feeling or emotion for use as a theme to create an expressive original composition or musical production.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.C.I)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process within the rehearsal setting—including analysis and evaluation— when creating a musical work or performance.

For example:

- Apply a performance process to music, and rehearse, adjust, analyze, and refine music through evaluation, reflection, and problem-solving to evoke a mood.
- Reflect upon work and/or performance and self-evaluate to set goals.
- Rehearse music and refine it for performance based upon informed musical criteria as well as peer and professional feedback.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.C.I)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Analyze and evaluate—using the elements of music (with teacher's assistance/guidance)—how personal aesthetic choices are reflected in music and/or performances.

For example:

- Present a variety of recorded performances to peers and teacher to analyze and discern musical intent.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.C.I)

- a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

.....

Suggestions for students—

- Select music to demonstrate one’s understanding of expression, mood, and form.

For example:

- Select a popular piece of music to demonstrate one’s understanding of its expression, mood, and form.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.C.1)

a. 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.

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: How does understanding the structure and context of music inform a response?

.....

Suggestions for students—

- Analyze and understand the element *expression* (dynamics, style, tempo, phrasing) while responding to music.

For example:

- Analyze a variety of dynamic markings when responding to music.

ANCHOR

8**RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.C.1)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Suggestions for students—

- Compare and contrast musical performances of various genres, artists, cultures, and/or times.

For example:

- Listen to and critique a performance by self, peer, or ensemble.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.C.I)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Analyze and evaluate music and apply understanding to create music that expresses feelings and presents ideas.

For example:

- Discuss how the composition, orchestration, and musical elements effectively portray the purpose of Peter Tchaikovsky's *1812 Overture*, which was written in 1880 to commemorate the defense of Moscow against Napoleon's advancing grande armée and the Battle of Borodino in 1812.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.C.I)

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

[Embedded within Cr1.1.C.Ia; Cr3.2.C.Ia; Pr4.1.C.Ia; Re8.1.C.Ia.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

.....

Suggestions for students—

- Examine and justify (with teacher’s guidance) how personal aesthetic choices are reflected in music and/or performances.

For example:

- Demonstrate multiple ways to express dynamics and tempo when making music.
- Compose basic rhythmic patterns using simple meters in short musical compositions.
- Compose simple and complex chord progressions, such as I-IV-V-I, blues riffs, and vi-V.

ANCHOR

11**CONNECTING***connect***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.C.I)

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

[Embedded within Cr2.1.C.1a; Pr4.2.C.1a; Pr6.1.C.1b; and 7.2.C.1a.]

.....

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

.....

.....

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Analyze, evaluate, and apply understanding of how musical attributes are used in other content areas.

For example:

- Produce (with teacher’s assistance/guidance) an arts presentation that integrates other content areas.
- Examine how the process of writing a short essay or story is similar to composing a song, such as a ballad or folk song.
- Examine the similarities between the scientific method (question, research, hypothesis, experiment, draw conclusions, report results) and the creative process in the arts.
- Create and compose an eight-measure song, jingle, or instrumental piece that addresses events from daily life.

Composition & Theory—High School Accomplished

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.C.II)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Analyze and evaluate (with teacher's assistance) how music expresses ideas and feelings.

For example:

- Pair pre-selected musical excerpts with external life events.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.C.II)

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

b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Develop musical ideas and apply understanding to create (with teacher's assistance) music that expresses feelings and presents ideas.

For example:

- Work (with teacher's assistance/guidance) to express, synthesize, and present ideas and feelings, using musical symbols and composing in a variety of genres and styles.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.C.II)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music for the purpose of self-evaluation and improvement, in order to create music.

For example:

- Develop evaluation criteria (that address form and structure, melody, and dynamics) to guide the peer-evaluation process prior to providing feedback to others and making revisions to one's own work.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.C.II)

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

b. Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform musical work for self and others, demonstrating how the elements of music relay expressive intent.

For example:

- Perform in solo and/or small ensemble formats for peers and community.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.C.II)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select passages, sections, or movements in a variety of forms of music to present for a specific intent.

For example:

- Identify the form and expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music, selected for performance.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.C.II)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Perform music created by oneself and others (independently) to communicate for a selected purpose.

For example:

- Analyze and discuss rehearsal and performance qualities in relation to a work that one composed; use a festival-style rubric (including analysis of form, dynamics, articulation, phrasing, style, and expression of mood) to guide the analysis.
- Analyze and discuss how the composition, orchestration, and musical elements effectively portray the purpose, style, or mood of Peter Tchaikovsky's *1812 Overture*, which was written in 1880 to commemorate the defense of Moscow against Napoleon's advancing grande armée and the Battle of Borodino in 1812.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.C.II)

a. Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Express feelings and present ideas by using musical symbols and performing (independently) in a variety of genres and styles.

For example:

- Observe, reflect upon, and provide feedback to (or receive feedback from) peer composers when preparing for performance.

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.C.II)

a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.

b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.

c. Identify and implement strategies for improving the technical and expressive aspects of varied works.

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Apply a performance process within the rehearsal setting—including analysis and evaluation of musical elements—when creating a musical work or performance.

For example:

- Apply a performance process to music, and rehearse, adjust, analyze, and refine selected music—through evaluation, reflection, and problem-solving—to evoke a specific mood.
- Reflect upon work and/or performance and self-evaluate to set goals.
- Rehearse music and refine it for performance based upon informed musical criteria as well as peer and professional feedback.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.C.II)

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Analyze and evaluate music, and apply understanding to create music that expresses feelings and presents ideas.

For example:

- Perform a musical theme that one composed to accompany an existing silent video clip.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.C.II)

- a. Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select music that demonstrates one’s understanding of how music connects to personal experiences and interests.

For example:

- Analyze a programmatic work, such as *Scheherazade* or *American in Paris*, using a teacher- and/or student-developed rubric.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.C.II)

a. Analyze aurally and/or by reading the scores of musical works the elements of music (including form) and compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze, understand, and explain the element *expression* (dynamics, style, tempo, phrasing, form) and compositional technique while responding to music.

For example:

- Analyze and explain the use of form when responding to music.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.C.II)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when experiencing music.

For example:

- Evaluate the use of set design, costumes, and music to support the meaning of a live or recorded musical performance, such as an opera or musical theatre piece, or a production of period, multicultural, or genre music.

ANCHOR

9**RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.C.II)

- Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
- Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Examine (with teacher's mentoring, but working towards independence) how the deliberate use of musical elements communicates for a specific purpose.

For example:

- Discuss how the entire orchestra effectively uses dynamics to represent the Roman army marching into Rome on the Appian Way (the old highway into Rome) in the fourth movement of *The Pines of Rome* by Ottorino Respighi.

ANCHOR

10**CONNECTING***connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.C.II)

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

[Embedded within Cr1.1.C.IIa; Cr3.2.C.IIa; Pr4.1.C.IIa; Re8.1.C.IIa.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify how personal aesthetic choices are reflected in music and/or performances.
- Examine and discuss how cultural and historical perspectives in music influence personal aesthetic criteria.

For example:

- Create music in AB form in two sections, with the first section in a slow tempo and the second section in a fast tempo.
- Create a spooky ostinato to the melody of *Dance Macabre* by Camille Saint-Saëns.
- Compose basic rhythmic patterns using simple meters in short musical compositions.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.C.II)

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

[Embedded within Cr2.1.C.IIa; Pr4.2.C.IIa; Pr6.1.C.IIb; Re7.2.C.IIa.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.

For example:

- Produce (with a partner or small group) an arts presentation that integrates other content areas.
- Compose a musical underscore for a short video section from a movie.
- Create a presentation that explains how teamwork/ensemble skills are important in the workplace.

Composition & Theory—High School Advanced

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.C.III)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Analyze and evaluate (independently) how music expresses ideas and feelings.

For example:

- Generate ideas to create a composition for a specific purpose, such as a commercial jingle, holiday concert, or movie theme song.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.C.III)

a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

Enduring Understanding:

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Develop musical ideas and apply understanding to create (independently) music that expresses feelings and presents ideas.

For example:

- Work (independently of the teacher) to express, synthesize, and present ideas and feelings, using musical symbols and composing in a variety of genres and styles.
- Create a composition for a specific purpose, such as a commercial jingle, holiday concert, or movie theme song.

- Create and perform an original theme and variations
- Create original musical material informed by genres (such as jazz, blues, opera, rock, gospel, or bluegrass), styles (such as the style of Duke Ellington, Billy Holiday, Luciano Pavarotti, Beatles, or Elvis Presley), and techniques being studied.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.C.III)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Evaluate and refine music for the purpose of self-evaluation and improvement, in order to create music.

For example:

- Complete a unit in which one: 1) investigates the question, “How do you know when your piece is ready to present?”—focusing on the evaluation and revision process; 2) develops a personalized evaluation rubric; and 3) uses the rubric to revise one’s work.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.C.III)

a. Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music and compositional techniques and processes have been employed to realize expressive intent.

b. Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.

Enduring Understanding:

Musicians’ presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Perform musical work for oneself and others, demonstrating and explaining how the elements of music relay expressive intent.

For example:

- Perform in solo and/or small ensemble formats for peers, community, and/or adjudication.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.C.III)

a. Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Select sections, movements, or entire musical works in a variety of forms to present for a specific intent, such as an end-of-semester concert.

For example:

- Identify the mood, form, and expressive characteristics of different genres of music, such as Bossa Nova or Samba, selected for performance.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.C.III)

a. Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Create or adapt music to analyze and perform (independently), using form, musical elements, context, and function to communicate for a selected purpose.

For example:

- Compare, contrast, and incorporate various expressive elements when developing an interpretation for one's own written musical composition.
- Prepare music for performance, considering all elements of music that impact the style and expression, as well as the composer's intent.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.C.III)

a. 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 justifying how the interpretive choices reflect the creators' intent.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Evaluate performances of music of diverse genres, artists, cultures, and/or times in relation to musical elements utilized through DAW production and/or performance.

For example:

- Analyze how the idea, feeling, and/or story of the performance are communicated technically (such as through the use of musical elements, forms, styles, or DAW techniques) in relation to personal, emotional, social, psychological, cultural, and/or artistic contexts.

ANCHOR

5**PERFORMING***rehearse, evaluate, refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.C.III)

a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.

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: How do musicians improve the quality of their performance?

b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.

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

Suggestions for students—

- Apply a performance process within the rehearsal setting—including analysis and evaluation of musical elements—when creating multiple, diverse musical works or performances.

For example:

- Apply a performance process to music, and rehearse, adjust, analyze, and refine music—through evaluation, reflection, and problem-solving—to evoke a mood or establish a cultural reference.
- Rehearse and perform one’s own musical composition, using reflective journaling to record feedback of peers and professionals.

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.C.III)

a. Share live or recorded performances of works (both personal and others’), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Apply knowledge of artistic styles and cultural traditions to make informed choices for a musical composition.

For example:

- Perform music that one composed to accompany events from a selected children’s story.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.C.III)

a. Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select music that demonstrates one's understanding of how music connects to personal experiences and interests, and justify the choice as a model for future compositions.

For example:

- Use selected pieces of music for response as models for future compositions.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.C.III)

a. Analyze aurally and/or by reading the scores of musical works the elements of music (including form) and compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Analyze, understand, and explain the element *expression* (dynamics, style, tempo, phrasing, form, aesthetic effectiveness) and compositional technique while responding to music.

For example:

- Analyze and explain aesthetic effectiveness when responding to music.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.C.III)

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

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Apply a responding process—including analysis and evaluation—when experiencing music.

For example:

- Explain the similarities and differences between Hayden's *Surprise Symphony* and Olivier Messiaen's *Quartet for the End of Time*.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.C.III)

a. Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Examine (independently of the teacher) how the deliberate use of musical elements communicates for a specific purpose.

For example:

- Evaluate two original compositions written by peers; include analysis of the use of musical elements as it relates to the personal creative process in one's own compositions.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.C.III)

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

[Embedded within Cr1.1.C.IIIa; Cr3.2.C.IIIa; Pr4.1.C.IIIa; and Re8.1.C.IIIa.]

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Examine and justify (independently) how personal aesthetic choices are reflected in music and/or performances.
- Categorize the sequence of the development of musical genres and how they relate to one another.

For example:

- Create music in ABA or rondo form, with the first section in a slow tempo and the subsequent section(s) in a fast tempo.
- Compose rhythmic patterns using compound meters in short musical compositions.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.C.III)

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

[Embedded within Cr2.1.C.IIIa; Pr4.2.C.IIIa; Pr6.1.C.IIIb; and Re7.2.C.IIIa.]

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.

For example:

- Individually produce an arts presentation that integrates other content areas.
- Compose a musical underscore for a complete scene from a movie.

Music Technology—High School Proficient

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.T.I)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Use technology to analyze, understand, and apply the elements *beat* and *rhythm* while creating electronic music.
- Use technology to analyze, understand, and apply the elements *pitch* and *melody* while creating electronic music.

For example:

- Explore electronic techniques and tools used in a DAW (digital audio workstation) to create music.
- Construct rhythmic patterns in musical compositions, using various tempi and meters, by means of an electronic tool (such as a DAW).
- Compose and/or improvise a melodic phrase within a chord progression using an electronic tool (such as a DAW).

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.T.I)

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Use technology to analyze, understand, and apply the elements of music while creating electronic music.

For example:

- Develop a 15-second background track, using electronic techniques and tools.
- Develop rhythmic patterns in musical compositions, using various tempi and meters, by means of an electronic tool (such as a DAW).

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.T.I)

a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Use feedback from teachers and peers to improve one's digital composition.

For example:

- Refine music through feedback and self-reflection, with a focus on form, structure, melody, and dynamics.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.T.I)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Apply a performance process—including analysis and evaluation—when creating a digital musical performance.
- Present and produce work and/or performance for others.

For example:

- Revise digital musical pieces—between and during performances—based upon reflection and critique of previous performance.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.T.I)

a. Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Demonstrate a performance process—including analysis and evaluation—when creating a digital musical performance, such as by:
 - Identifying the audience and purpose of the work and/or performance.
 - Selecting artistic resources, materials, and/or repertoire to create, perform, and present.
 - Analyzing the structure, context, and/or aesthetics of the work.
 - Interpreting meaning through personal understanding of the work and/or performance.
 - Rehearsing, adjusting, and refining music through evaluation, reflection, and problem-solving.
 - Presenting and producing work and/or performance for others.
 - Reflecting upon work and/or performance and self-evaluating to set goals.

For example:

- Create (with the assistance of the teacher/student peers) an appropriate rubric for self-evaluation and reflection.
- Use technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.T.I)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Demonstrate a performance process when using a digital audio workstation (DAW) to create a musical performance or improvisation, such as by:
 - Identifying the audience and purpose of the work and/or performance.
 - Selecting artistic resources, materials, and/or repertoire to create, perform, and present.
 - Interpreting meaning in performance through analysis of the structure, context, and/or aesthetics of the work.

For example:

- Use technology (such as a DAW) as a tool to study, create, perform, and improvise short excerpts patterned after examples of music from film and television.
- Use a digital audio workstation (DAW) to create sound effects from nature that evoke a mood.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.T.I)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Interpret artistry, expression, and meaning through personal understanding of the work and/or performance.

For example:

- Create (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Use technology as a transparent tool to study, create, and perform background music for a sad storyline.

ANCHOR

5

PERFORMING

*rehearse, evaluate, refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.T.I)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Demonstrate a rehearsal and performance process when creating or performing a digital music project.

For example:

- Use a DAW to study, create, perform, and refine simple digital music projects.
- Use recording software looping tools to create simple projects. (Refinement may be based upon analysis of professional examples.)
- Refine digital music arrangements or compositions between rehearsal and performance, considering peer or professional feedback.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.T.I)

a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

b. Demonstrate an understanding of the context of music through prepared and improvised performances.

Enduring Understanding: Musi-

cians 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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform a varied repertoire of music using digital tools: demonstrate technical accuracy, communicate for a selected purpose, and demonstrate understanding of musical context.

For example:

- Use technology as a tool to perform improvisations.

ANCHOR

7.1**RESPONDING***select***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.T.I)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select digital resources, materials, and/or repertoire to create, perform, and present.

For example:

- Select digital music for response.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.T.I)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Apply a responding process when experiencing digital music.

For example:

- Listen to and critique a performance of self, peer, or ensemble.
- Reflect upon and evaluate a recorded version of one's performance.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.T.I)

a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Analyze music and apply understanding to create digital music that expresses feelings and presents ideas.

For example:

- Present an analysis of a popular musical work that uses sequencing software that incorporates visual images.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.T.I)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Work independently to analyze and evaluate how personal aesthetic choices are influenced by and reflected in music and/or performances.

For example:

- Develop and apply a linear graphic organizer on paper to articulate musical moments from a digital/electronic composition.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.T.I)

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

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Analyze, understand, and apply skills and techniques while creating, performing, and responding to digital music.

For example:

- Use digital tools to prepare a musical composition to be performed by other students and for a possible senior project/portfolio.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.T.I)

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

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Analyze, evaluate, and create a presentation that integrates music with multiple arts disciplines.

For example:

- Construct a digital presentation that depicts artworks and clips of music from a particular time period.
- Select music for a solo in a community performance.

Music Technology—High School Accomplished

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.T.II)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Analyze, understand, and apply the elements *pitch* and *melody* while creating electronic music.

For example:

- Apply electronic techniques and tools (such as a DAW) to create simple musical compositions
- Use technology to create simple music with loops, sampled sounds, and other electronic processes.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.T.II)

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Study the techniques used to create unity and variety in electronic music.

For example:

- Develop musical ideas using electronic techniques and tools (such as a DAW) to create unity and variety within a 30-second musical composition.
- Use technology to create music containing loops and sampled sounds for commercial application.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.T.II)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Demonstrate the creative process by using feedback from teachers and peers to improve one's digital composition.

For example:

- Create an arts presentation that integrates the arts with another content area.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.T.II)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Apply a performance process—including analysis and evaluation—when creating a digital musical performance.

For example:

- Reflect upon and evaluate a recorded version of one's own performance.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.T.II)

a. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Demonstrate a performance process—including analysis and evaluation—when creating a digital musical performance, such as by:
 - Identifying the audience and purpose of the work and/or performance.
 - Selecting artistic resources, materials, and/or repertoire to create, perform, and present.
 - Analyzing the structure, context, and/or aesthetics of the work.
 - Interpreting meaning through personal understanding of the work and/or performance.
 - Rehearsing, adjusting, and refining music through evaluation, reflection, and problem-solving.
 - Presenting and producing work and/or performance for others.

For example:

- Create (with the assistance of the teacher/student peers) an appropriate rubric for self-evaluation and reflection.
- Use technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.T.II)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Demonstrate a performance process when using a digital audio workstation (DAW) to create a musical performance or improvisation, such as by:
 - Identifying the audience and purpose of the work and/or performance.
 - Selecting artistic resources, materials, and/or repertoire to create, perform, and present.
 - Interpreting meaning in performance through analysis of the structure, context, and/or aesthetics of the work.

For example:

- Use technology (such as a DAW) as a tool to study, create, perform, and improvise excerpts patterned after examples of music from film and television that evoke a mysterious mood.
- Use a DAW (digital audio workstation) to create sound effects that evoke an appropriate mood for a children's fairy tale.

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.T.II)

a. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Identify the audience and purpose of a work and/or performance, and interpret artistry, expression, and meaning through personal understanding of the work and/or performance.

For example:

- Compare, contrast, and incorporate expressive elements to support the interpretation of a variety of DAW musical works; incorporate audience perspectives.
- Perform with sensitivity to the historical, traditional, geographical, cultural, and political information that surrounds the music; allow an emotional perspective to influence the creation, interpretation, and expressive intent.

ANCHOR

5

PERFORMING

*rehearse, evaluate, refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.T.II)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Demonstrate a rehearsal and performance process when creating or performing a digital musical project.

For example:

- Use a DAW to study, create, perform, and refine works based upon analysis of film and television composers' use of electronic media.
- Refine musical productions between rehearsal and performance, considering peer or professional feedback.
- Use the concept of intentional practice to overcome a difficult or challenging passage of music.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.T.II)

a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

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

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform a varied repertoire of music using digital tools: demonstrate technical accuracy, communicate for a selected purpose, and demonstrate understanding of diverse cultures, styles, genres, musical contexts, and audiences.

For example:

- Use technology as a tool to perform musical works.

ANCHOR

7.1

RESPONDING

select

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.T.II)

a. Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select digital resources, materials, and/or repertoire for response.

For example:

- Select and respond to digital music that has various electronic aspects.

ANCHOR

7.2

RESPONDING

analyze

Anchor Standard 7

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.T.II)

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

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Apply a responding process when experiencing digital music.

For example:

- Listen to and critique a performance of self, peer, or ensemble.
- Reflect upon and evaluate a recorded version of one's performance.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.T.II)

a. Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Suggestions for students—

- Analyze and evaluate music and apply understanding to create digital music that expresses feelings and presents ideas.

For example:

- Present an analysis of a musical work that elicits visual imagery and that was created on a digital audio workstation (DAW), using either stock or developed sounds.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.T.II)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Work independently to analyze and evaluate how personal aesthetic choices are influenced and reflected in music and/or performances.

For example:

- Develop and apply a linear graphic organizer using a computer graphic program (such as paint or publisher) to articulate musical moments from a digital/electronic composition.
- Create two digital/electronic compositions to portray two different contemporary popular musical styles.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.T.II)

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

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

Demonstrate (with guidance, but working towards independence) digital musical skills and techniques while notating music, performing, and composing.

For example:

- Prepare a digital musical composition to be performed by other students and for a possible senior project/portfolio.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.T.II)

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

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Analyze, evaluate, and create a presentation that integrates music with other content areas.

For example:

- Create presentations (for senior projects, e-folios, websites, and IB and AP portfolios) that use the connections among the arts and between the arts and other disciplines, life, cultures, and work.

Music Technology—High School Advanced

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.T.III)

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

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Suggestions for students—

- Analyze, understand, and apply skills and techniques while creating electronic music.

For example:

- Apply electronic techniques and tools (such as a DAW) to create complex musical compositions.
- Create original loops and samples to generate improvisations and compositions in the style of a DJ.
- Compose electronic music for a specific purpose, such as a 30-second soundscape for a video game.

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.T.III)

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

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Suggestions for students—

- Apply skills and techniques to create complex and coherent electronic music.

For example:

- Create original loops and samples to develop a series of compositions.
- Compose a set of electronic music in the style of electronic dance music (EDM) or house music.

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.T.III)

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

Enduring Understanding:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Suggestions for students—

- Work independently to analyze and evaluate how personal aesthetic choices are influenced and reflected in music and/or performances.
- Analyze and evaluate music and apply understanding to create digital music that expresses feelings and presents ideas.

For example:

- Work independently to critique and justify how personal aesthetic choices are reflected in music and/or performances.
- Rationalize the use of musical elements in the creation of musical compositions that shape melodic and harmonic lines to communicate the composer's intent.

ANCHOR

3.2

CREATING

present

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.T.III)

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

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Suggestions for students—

- Work independently to analyze and evaluate how personal aesthetic choices are influenced by and reflected in music and/or performances.

For example:

- Present a senior project related to musical careers and/or projects, such as audio engineering, gaming, and web design.

ANCHOR

4.1

PERFORMING

select

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.T.III)

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

Enduring Understanding:

Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Suggestions for students—

- Demonstrate a performance process—including analysis and evaluation—when creating a musical performance, such as by:
 - Identifying the audience and purpose of the work and/or performance.
 - Selecting artistic resources, materials, and/or repertoire to create, perform, and present.
 - Analyzing the structure, context, and/or aesthetics of the work.
 - Interpreting meaning through personal understanding of the work and/or performance.
 - Rehearsing, adjusting, and refining music through evaluation, reflection, and problem-solving.
 - Presenting and producing work and/or performance for others.

For example:

- Create independently an appropriate rubric for self-evaluation and reflection.
- Use technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.

ANCHOR

4.2

PERFORMING

analyze

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.T.III)

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

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Suggestions for students—

- Demonstrate a performance process—including examination, evaluation, and critique of the structure, context, and/or aesthetics of the performance—while using a digital audio workstation (DAW) to create a musical performance or improvisation.

For example:

- Use technology (such as a DAW) and recording software as tools to study, create, perform, and improvise excerpts—patterned after examples of music from film and television—that support a mystery theme.
- Use a DAW to create sound effects that are reflective of a personal experience for a story that one has written.
- Compare and contrast multiple recording software tools as a way of developing one’s own preferred methodology for creating, performing, or responding to music using a DAW.

ANCHOR

4.3**PERFORMING***interpret***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.T.III)

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

Enduring Understanding:

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Suggestions for students—

- Identify the audience and purpose of the work and/or performance; analyze the structure, context, and/or aesthetics of the work; and interpret artistry, expression, and meaning through personal understanding of the work and/or performance.

For example:

- Prepare to perform music and write program notes by differentiating musical styles and genres and recognizing how the various historical time periods influenced those styles and genres.
- Present a recital in which one demonstrates artistry and sensitivity to a specific audience.

ANCHOR

5

PERFORMING

*rehearse, evaluate, refine***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.T.III)

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

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: How do musicians improve the quality of their performance?

Suggestions for students—

- Demonstrate a rehearsal and performance process when creating or performing a digital music project.

For example:

- Use a DAW to study, create, perform, and refine works based upon analysis of film and television composers' use of electronic media, pop-music applications, or recording software loop programs.
- Incorporate peer and professional feedback to refine the production quality of digital music projects directed by oneself or peers.
- Use the concept of intentional practice to overcome a difficult or challenging passage of music.

ANCHOR

6

PERFORMING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.T.III)

a. Integrating digital and analog tools and resources, demonstrate an understanding of and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.

b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Suggestions for students—

- Perform a varied repertoire of music using digital tools: demonstrate technical accuracy, communicate for a selected purpose, and demonstrate understanding of diverse cultures, styles, genres, historical periods, musical contexts, and audiences.

For example:

- Use technology as a tool to perform complex and diverse musical works.

ANCHOR

7.1**RESPONDING***select***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.T.III)

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

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Suggestions for students—

- Select, describe, and compare digital resources, materials, and/or repertoire for a response.

For example:

- Select, compare, and respond to musical styles by studying a variety of digital literature.

ANCHOR

7.2**RESPONDING***analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.T.III)

a. Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

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: How does understanding the structure and context of music inform a response?

Suggestions for students—

- Apply a responding process when experiencing digital music.

For example:

- Demonstrate understanding of musical structure and context by evaluating and justifying—using supportive evidence and aesthetic criteria—one’s own composition.

ANCHOR

8

RESPONDING

interpret

Anchor Standard 8

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.T.III)

a. Examine and cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Suggestions for students—

- Working independently of the teacher, examine and cite current research and resources to develop an analysis of how different elements of music are used to express context, purpose, and intent through digital means.

For example:

- Present an analysis of a musical work that was created (using either stock or developed sounds) on a digital audio workstation (DAW) and that elicited visual imagery and explored non-traditional timbres and textures.

ANCHOR

9

RESPONDING

evaluate

Anchor Standard 9

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.T.III)

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

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Suggestions for students—

- Work independently to analyze and evaluate how personal aesthetic choices are influenced by and reflected in music and/or performances.
- Create two digital/electronic compositions to portray two different musical styles from different historical periods.

For example:

- Develop and apply two or more linear graphic organizers using a computer graphic program to articulate musical moments from two or more digital compositions; compare and contrast them.
- Create a digital/electronic mini concert to portray musical styles and culture of various historical periods.

ANCHOR

10

CONNECTING

connect

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.T.III)

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

Enduring Understanding:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Suggestions for students—

- Analyze and evaluate digital music and apply understanding to create music that communicates for a specific purpose.

For example:

- Provide examples of how life experience, inspiration, competition, and deadlines impact the creative process of the composer, performer, and responder (for instance, consider a movie score by John Williams or Brian Tyler).
- Create a digital composition for a specific purpose.

ANCHOR

11

CONNECTING

connect

Anchor Standard 11

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.T.III)

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

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

.....
Suggestions for students—

- Analyze and apply understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.
- Analyze, evaluate, and create a presentation that integrates music with other content areas.

For example:

- Analyze and demonstrate how the themes and stories depicted in operas, live theatre performances, ballets, musical theatre pieces, performed poetry, and electronic and mixed media performances connect to personal life stories.

Appendix 1: Pre-K Standards for Music

ANCHOR

1

CREATING

imagine

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (MU:Cr1.1.PK)

a. With substantial guidance, explore and experience a variety of music.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

ANCHOR

2

CREATING

plan and make

Anchor Standard 2

Organize and develop artistic ideas and work.

Performance Standard (MU:Cr2.1.PK)

a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

ANCHOR

3.1

CREATING

evaluate and refine

Anchor Standard 3

Refine and complete artistic work.

Performance Standard (MU:Cr3.1.PK)

a. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

ANCHOR

3.2

CREATING

*present***Anchor Standard 3**

Refine and complete artistic work.

Performance Standard (MU:Cr3.2.PK)

a. With substantial guidance, share revised personal musical ideas with peers.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

ANCHOR

4.1

PERFORMING

*select***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.1.PK)

a. With substantial guidance, demonstrate and state preference for varied musical selections.

Enduring Understanding: Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

ANCHOR

4.2

PERFORMING

*analyze***Anchor Standard 4**

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.2.PK)

a. With substantial guidance, explore and demonstrate awareness of musical contrasts.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

ANCHOR

4.3

PERFORMING

interpret

Anchor Standard 4

Select, analyze and interpret artistic work for presentation.

Performance Standard (MU:Pr4.3.PK)

- a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

ANCHOR

5

PERFORMING

rehearse, evaluate, refine

Anchor Standard 5

Develop and refine artistic techniques and work for presentation.

Performance Standard (MU:Pr5.1.PK)

- a. With substantial guidance, practice and demonstrate what they like about their own performances.
- b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

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: How do musicians improve the quality of their performance?

ANCHOR

6

PERFORMING

present

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Performance Standard (MU:Pr6.1.PK)

- a. With substantial guidance, perform music with expression.

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: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

ANCHOR

7.1

RESPONDING

*select***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.1.PK)

a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others

Enduring Understanding:

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

ANCHOR

7.2

RESPONDING

*analyze***Anchor Standard 7**

Perceive and analyze artistic work.

Performance Standard (MU:Re7.2.PK)

a. With substantial guidance, explore musical contrasts in music.

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: How does understanding the structure and context of music inform a response?

ANCHOR

8

RESPONDING

*interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

Performance Standard (MU:Re8.1.PK)

a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

ANCHOR

9

RESPONDING

*evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

Performance Standard (MU:Re9.1.PK)

a. With substantial guidance, talk about personal and expressive preferences in music.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

ANCHOR

10

CONNECTING

*connect***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (MU:Cn10.1.PK)

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

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

ANCHOR

11

CONNECTING

*connect***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Standard (MU:Cn11.1.PK)

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

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Appendix 2: Glossary for Music

Terms in italics are reproduced from the glossary of the National Core Arts: Music Standards by the National Coalition for Core Arts Standards.

a cappella: choral music sung without an accompaniment

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

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

ABACA: rondo form in which a section alternates with two other contrasting sections

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

academic vocabulary: words that traditionally are used in academic dialogue and text

accelerando: gradually becoming faster

accent: a stress or emphasis on a specific beat, tone, or chord

adagio: a slow tempo, between largo and andante; literally, “at ease”

aesthetics: the philosophy or study of the nature of beauty, the value of art, and the human responses to those topics

allegretto: a fast and lively tempo; quicker than andante, but not as fast as allegro

allegro: literally, “cheerful or lively;” generally taken as a fast tempo, although not as fast as vivace or presto

alto clef (c clef): used to notate the middle voices (such as viola); the arrow contained in the symbol indicates the third line of the staff is middle C

alto: a low female voice in choral music or part songs

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

analysis: (see analyze)

analyze: examine in detail the structure and context of the music

andante: literally, “at a walking pace;” a moderately slow tempo, between allegretto and adagio

arco: played by drawing the bow across the strings

aria: a composition for solo voice and accompaniment, usually within the context of an opera, oratorio, or cantata

arpeggio: a chord the pitches of which are sounded successively rather than simultaneously

arrangement: setting or adaptation of an existing musical composition

arranger: person who creates alternative settings or adaptations of existing music

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

artistic literacy: knowledge and understanding required to participate authentically in the arts

atonality: music in which no tonic or key center is apparent

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

audience etiquette: social behavior observed by those attending musical performances and which can vary depending upon the type of music performed

audience: a group of people who participate in an experience or encounter a work of art; a gathering of spectators or listeners at a performance

audition: a performance for a judge that will determine the performer's placement in or eligibility for an activity

balance: the adjustment of volume throughout an ensemble to achieve the desired blend

band: an instrumental ensemble, usually made up of woodwind, brass, and percussion instruments, and no strings

bar/bar line: a vertical line on the staff separating one measure from the next

baroque period (1600–1750): time period during which music became more showy, ornate, and complicated

bass clef (F clef): used to notate the lowest sounding notes and pitch; the two dots surrounding the fourth line indicate a note written on that line is F

bass: a low male voice; the lowest part in choral music or part songs; the lowest range of pitches of an instrument

beat: underlying steady pulse present in most music

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

bending notes: starting a note at the correct pitch and bending it downwards or upwards

binary form: (see AB)

bluegrass: an early form of country music that combines the gospel vocals of the Blue Ridge Mountain region with folk melodies

blues: a style of music, characterized by slow tempo and flatted thirds and sevenths, that evolved from southern African-American secular songs

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

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

types of borduns: simple, complex, broken, crossover

brass: a group of wind instruments made of brass and other metals and played by blowing through a cup-shaped or funnel-shaped mouthpiece; the chief brass instruments of the orchestra are the trumpet, trombone, French horn, and tuba

cadence: a melodic or harmonic configuration that creates a sense of repose or resolution

call and response: a musical form featuring a solo phrase that is answered by a larger group

cambiata: a pedagogical approach (applied to choral literature) that addresses the changing adolescent female and male voice

canon: a contrapuntal piece of music in which a melody in one part is imitated in other parts

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

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

choir: a group of people who sing together

choral: related to, written for, or performed by a chorus or choir

chord: two or more pitches that sound simultaneously

chord progression: series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

chromatic: a twelve note scale that moves in half steps

circle of fifths: the graphic representation of the relationship of the key signatures in music

classical period (1750–1820): a period during which music was orderly, uncluttered, well planned, and precise. The piano replaced the harpsichord as the primary and/or most important keyboard instrument

coda: the last section of a musical composition, added to create an ending that is clear and final

collaboratively: working together on a common (musical) task or goal

collaboratively-developed criteria: qualities or traits for assessing achievement level that have been through a process of collective decision-making

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

compose: the act of intentionally arranging the elements of music to create a musical piece; to create music

composer: one who creates musical compositions

composition: original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording [alternatively, compositions may be preserved orally, as in an oral tradition]

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

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

compositional techniques: approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, soundsilence, motion-stasis, in addition to compositional devices

compound time signature (compound meter): a means of showing the number of notes in every measure rather than the number of beats; for example, 6/8 means six eighth notes in each measure, but these are usually counted as two dotted quarter-note beats in each measure

concepts, music: understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas

conduct: to lead a group of musicians in the performance of a composition

connection: relationship among artistic ideas, personal meaning, and/or external context

context: environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

context, cultural: values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

context, historical: conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience

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

context, social environment: surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

contralto: the lowest range in the female singing voice

counterpoint/contrapuntal: a texture in which two or more melodic voices proceed simultaneously and relatively independently

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

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

creative intent: shaping of the elements of music to express and convey emotions, thoughts, and ideas

creativity: the quality of using imagination rather than imitating something; the ability to produce something new or to generate unique approaches and solutions

creator: one who originates a music composition, arrangement, or improvisation

crescendo (cresc.): indicates that the music should gradually get louder

criteria: guidelines used to judge the quality of a student's performance (See Rubric)

critique: to review or discuss critically

cultural context: values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

culturally authentic performance: presentation that reflects practices and interpretation representative of the style and traditions of a culture

culture: values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, [language], and food

cyclical structure: musical form characterized by the return or “cycling around” of significantly recognizable themes, motives, and/or patterns across movements

da capo (D.C.): indicates that the music is to be repeated from the beginning

da capo al fine: indicates that the music is to be repeated from the beginning to the word fine (ending)

dal segno (D.S.): indicates that the music is to be repeated from the sign

dal segno al fine: indicates that the music is to be repeated from the sign to the word fine (ending)

DAW (digital audio workstation): a device or software app that is used to create and edit audio files

decrescendo (decresc.): indicates that the music should gradually get quieter

demonstrate: show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

descant: a melodic part that is pitched higher than and concurrent with the melody

diatonic: seven-tone scale consisting of five whole steps and two half steps [the tones of the major or minor scale]

diction: clear, exact pronunciation of vowels and consonants when singing

digital environment: simulated place made or created through the use of one or more computers, sensors, or equipment

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

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

digital systems: platforms that allow interaction and the conversion between and through the audio and digital domains

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

diminuendo: decreasing loudness; getting softer

dominant: the fifth note of a musical scale and the chord that is built upon that note

dotted rhythm: uneven rhythm that is usually long-short and is produced when a note (notated with a dot) is succeeded by another of one-third the value of the first note

down bow: to move the bow down across the strings

duet: an ensemble of two solo performers

duple meter: a time signature for which the basic unit of pulse recurs in groups of two

dynamics: level or range of loudness of a sound or sounds

echo song: a type of song in which the singer repeats the same musical pattern that was sung by the leader

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

the components that make up a musical work: beat, rhythm, pitch, melody, harmony, texture, timbre/tone color, form, and expression (dynamics, style, tempo, phrasing)

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

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

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

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

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

explore: discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

exposition: 1. in sonata form, the part of a work in which the principal themes are first stated;
2. in a fugue, the part of a work in which the voices first enter

expression: feeling conveyed through music

the use of the elements of music (such as dynamics, style, tempo, and phrasing) to create a mood or feeling

expressive aspects: characteristics that convey feeling in the presentation of musical ideas

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

expressive qualities: qualities such as dynamics, tempo, articulation which—when combined with other elements of music—give a composition its musical identity

fermata: a symbol placed over a note to indicate that the note is to be held longer than its normal metrical value

flat: a symbol indicating that a tone is to be lowered one half-step

folk music: traditional music that has evolved through the process of aural transmission; music that originates among the common people of a nation or region, is transmitted or passed down orally, and is characterized by simple melodies

form: element of music describing the overall organization [structure] of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form

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

forte (f): loud

fortissimo (ff): very loud

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

fugue: a type of contrapuntal composition that generally opens with one main theme (subject), which then sounds successively in each voice in imitation

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

fundamentals: the basic components or principles from which other truths can be derived

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

funk: a type of popular music that combines the elements of jazz, blues, and soul and is characterized by syncopated rhythm and a heavy, repetitive bass line

fusion: type of music [genre] created by combining contrasting styles into a new style
—for example, rock and roll originally developed as a fusion of blues, gospel, and country

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

glissando: a sliding movement from one pitch to another that includes all the pitches in between

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

haiku: a poetic form and a type of poetry from the Japanese culture that combines form, content, and language in a meaningful, yet compact poem. Usually, the poet uses simple words and grammar and addresses the themes of nature, feelings, or experiences. The most common form of haiku is three short lines: The first line usually contains five (5) syllables, the second line seven (7) syllables, and the third line five (5) syllables. Haiku is an un-rhyming verse form. A haiku must "paint" a mental image in the reader's mind

half step: the smallest interval between two tones of a scale in Western music

harmonic progression: the succession of chords in a piece of music.

harmonic sequences: series of two or more chords commonly used to support melody(ies)

harmonization: process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material

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

harmony: chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions
also, sounding two or more tones at the same time

heterophonic: musical texture in which slightly different versions of the same melody sound simultaneously

historical context: conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience

historical periods: period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: [ancient], medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), baroque (ca. 1600-ca. 1750), classical (ca. 1750-ca. 1820), romantic (ca. 1820-ca. 1900), and contemporary (ca. 1900-) [Note: modern, contemporary, and neo-classical all refer to the 20th century; electronic and digitized music refer to the 21st century]

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

iconic notation: representation of sound and its treatment using lines, drawings, pictures

imagination: ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (see audiate)

imagine: generate musical ideas for various purposes and contexts

imitation: when a musical idea is repeated later in a different form, and still retains its original character

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

improvise: to make up music in an instant, usually with a purpose, by using guidelines, and also retaining an element of chance

improviser: one who creates music spontaneously or “in-the-moment”

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

innovation: the creation or introduction of something new; the act of starting something for the first time

instrument: a musical device that produces musical tones or sounds and requires skill for proper use

instrumental: all of the music produced by musical instruments; a musical composition or recording without lyrics or any other sort of vocal music

intent: meaning or feeling of the music planned and conveyed by a creator or performer

interlude: a section of music between themes

interpret: determine and demonstrate music’s expressive intent and meaning when responding and performing

interpretation: intent and meaning that a performer realizes in studying and performing a piece of music

intervals: distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively
also, the distance between two pitches

intonation: singing or playing the correct pitch in tune

introduction: a musical passage that precedes the main theme

jazz: a form of American music born from African rhythms and slave chants

jingle: a musical advertisement

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

key: pitch relationships that establish a tonal center or tonic

largo: very slow

leading tone: the seventh note of a musical scale

lead-sheet notation: system symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played

leap: an interval larger than a whole step; motion from one pitch to another that is more than a whole tone away

legato: smoothly; opposite of staccato

lento: a slow tempo, usually between a largo and an adagio

lyrics: words of a song

major and minor: terms used to describe the sound of music based on the intervals used

major scale: scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

marching band: a group of performers that consists of instrumental musicians and dance teams and/or a color guard and that generally performs outdoors and incorporates some type of marching (and possibly other movements) into the musical performance

measure: the segment of music contained between two bar lines

melodic contour: shape of a melody created by the way its pitches repeat and move up and down in steps and skips

melodic passage: short section or series of notes within a larger work that constitutes a single coherent melodic idea

melodic pattern: grouping, generally brief, of tones or pitches

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

meter: grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter); [meter is determined by the time signature]

mezzo-forte (mf): medium loud

mezzo-piano (mp): medium quiet

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

mirroring: a partnering activity that involves simultaneously following a leader's movement while facing that leader

modal: music based on a mode other than major or minor

modal/modality: a musical system—popular in Renaissance, medieval, and folk music—that contains altered tones that color the perception of the scale

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

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

moderato: a medium tempo

modern (1910–present): a time period, also known as the 20th century, during which composers found entirely new ways to express themselves through music

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

modulation: the process of changing from one key or tonic to another in a musical composition

monophonic: musical texture consisting of a single, unaccompanied melodic line

mood: over-all feeling that a section or piece of music conveys

motif/motive: brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element

the shortest musical idea that retains unique identity when elaborated or transformed

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

music elements: (see elements of music)

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

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

music vocabulary: domain-specific words traditionally used in performing, studying, or describing music (See academic vocabulary)

music: organized sound and the written representation of those sounds

musical (musical theatre): a form of theatre that combines music, songs, spoken dialogue, and dance

musical criteria: traits relevant to assessing music attributes of a work or performance

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

musical range: span between the highest and lowest pitches of a melody, instrument, or voice

musical work: piece of music preserved as a notated copy or sound recording or passed through oral tradition

New Age: a modern style of music that is characterized by quiet improvisation on the acoustic piano, guitar, and synthesizer and that usually has a dreamy, relaxing sound

non-pitched instruments: instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones

notation: visual representation of musical sounds

a system of visual symbols used when writing music to indicate pitch, duration, and expression

note: a symbol used to indicate a musical tone and designated period of time

note values: a symbol used to show how long a tone should be held; expressed as a whole and its parts, including half note, quarter note, and eighth note

octave: a series of two notes occupying the interval between eight pitches that seem to sound at the same pitch, one having twice or half the frequency of vibration of the other

one-part formal structure: continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as throughcomposed

onomatopoeia: a word or a group of words that imitates the sound being described; for example, quack, tick-tock, and clang

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

orchestra: an instrumental ensemble that consists primarily of musicians who play string instruments, and also includes musicians who play woodwind, brass, and percussion instruments.

ostinato: a repeated melodic or rhythmic pattern (ostinati is the plural of ostinato)

paired eighth notes: two eighth notes barred together

part song: a song with two or more voice parts

partner song: two or more different songs that can be sung at the same time to create harmony

pattern: a combination of melodic and/or rhythmic elements that form a model that can be used for imitation

pentatonic: a five-note scale; music based on such a scale

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

percussion: instruments that are played by striking, shaking, or scraping

perfect: a term used to describe the intervals of a fourth, fifth, and octave

perform: process of realizing artistic ideas and work through interpretation and presentation [in front of an audience]

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

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

performance technique: personal technical skills developed and used by a performer

performing, performance: experience of engaging in the act of presenting music in a classroom or private or public venue (See also artistic process of performing)

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

personally-developed criteria: qualities or traits for assessing achievement level developed by students individually

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

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

pianissimo (pp): very quiet

piano (p): quiet (soft)

piece: general, non-technical term referring to a composition or musical work

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

pizzicato: played by plucking the string

plagiarism: the act or practice of reproducing someone else's work and presenting it as one's own; also, incorporating into one's own work material that was borrowed from another's work without permission or acknowledgment of the original source

plan: select and develop musical ideas for creating a musical work

polyphonic: musical texture in which two or more melodies sound simultaneously

polytonal: music in which two or more tonalities (keys) sound simultaneously

present: share artistic work (e.g., a composition) with others

presto: very fast

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

program music: instrumental music associated with nonmusical ideas, often inspired by nature, art, or literature and representing a scene, image, or mood

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

quartet: an ensemble of four solo performers

rallentando: gradually slowing in tempo; synonymous with ritardando, and frequently occurring over a longer period of time

rap: urban music that features spoken lyrics and reflects current social or political issues

recapitulation: a part of a work in sonata form in which the material introduced in the first section, and then developed in the second section, returns

recorder: a tubular wind instrument with eight finger holes and a fipple mouthpiece

refine: make changes in musical works or performances to more effectively realize intent through technical quality or expression

refrain: a section of a song that recurs at the end of each verse; sometimes called a chorus

register: the range and manner of production of the human voice or a musical instrument

Renaissance (1450–1600): a time period that saw the rebirth of ideas and the appreciation of music in the lives of everyday people. Instrumental and accompanied music became as common as a cappella music

repeat sign: a symbol that indicates that certain measures or passages are to be sung or played twice

repeated notes: the recurrence of a tone at the same pitch level

repertoire: body or set of musical works that can be performed

respond: understand and evaluate how the arts convey meaning

rest: a symbol that is used to mark silence for a specific amount of time

rhythm instruments: pitched and unpitched percussion instruments the primary function of which is often rhythmic; for example, hand drum, claves, maracas, and cymbals

rhythm: duration or length of sounds and silences that occur in music; organization of sounds and silences in time

rhythmic passage: short section or series of notes within a larger work that constitutes a single coherent rhythmic idea

rhythmic pattern: grouping, generally brief, of long and short sounds and silences

rhythmic value: note value and rest value

ritardando (rit.): gradually getting slower

rock music: a form of music that combines African-American rhythms, urban blues, and the folk and country music of the rural South and that has developed since the early 1950s into hundreds of subgenres; simple chord progressions accompanied by a steady driving beat

romantic period (1820–1910): a time period during which music was based on emotion, adventure, and imagination

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

round: a part song in which the melody is performed by individuals and/or groups starting and ending at different times

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

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

score: written notation of an entire music composition

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

select: choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context

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

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

setting: specified or implied instrumentation, voicing, or orchestration of a musical work

setting of the text: musical treatment of text as presented in the music

sforzando: a sudden stress or accent on a single note or chord, indicated in the musical score by the marking sf or sfz

share: present artistic work (e.g., a composition) to others

sharp: a symbol that indicates that a tone is to be raised by one half-step

sight-reading: first attempt to perform a notated musical work

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

simple meter: a time signature with a beat-unit that is divisible by two

sing: to produce tones with the voice

skill: ability or proficiency; expertise that comes from training or practice; knowledge of facts or principles related to a particular subject area

slur: a curved line drawn over or under a group of notes to indicate that the notes are to be connected and smooth

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

solfège/solfa/sol-fa: a system of syllables (do, re, mi, fa, so, la, ti, do) that is used to represent the tones of a musical scale and that is used to practice singing and train the ear

solo: a musical piece or passage played or sung by one person, with or without accompaniment

sonata-allegro: a movement that consists of three sections: the exposition (principal subject or second subject in a new key), development (development of the themes or episodic material, or both combined), and recapitulation (principal subject and second subject, usually transposed into the tonic key), often followed by a coda

sonic events: individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical

sonic experience: perception and understanding of the sounds and silences of a musical work and their inter-relationship

soprano: a high female voice; the highest part in choral music or part songs; the highest range of pitches of an instrument

staccato: detached, short, disconnected; the opposite of legato

staff: a set of lines and spaces used in writing music to show the pitches; usually five lines and four spaces; also referred to as a stave

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

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

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

step: motion from one scale-degree to the next, whether by a semitone or a whole tone

storyline: extra-musical narrative that inspires or explains the structure of a piece of music

string: instruments (such as violins, violas, cellos, or double bass) on which vibrating, stretched strings are the sound-producing agents.

strophic form: vocal music in which the music repeats with a new set of text each time

structural: (see structure)

structure: totality of a musical work

style: label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre
the distinctive character or technique of an individual musician or group

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

subject: the musical theme

syncopation: the process of displacing the expected beats by anticipation or delay of half a beat

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

teacher-provided criteria: qualities or traits for assessing achievement level that are provided to students by the teacher

technical accuracy, technical skill: ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work

technical aspects: characteristics enabling the accurate representation/presentation of musical ideas

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

technique: the method or way of creating music; the skill that a musician employs to achieve an expressive effect

tempo: rate or speed of the beat in a musical work or performance

tenor: a high male voice; the third highest part in choral music or part songs

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

ternary form: (see ABA)

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

theme: a prominent or frequently recurring melody or set of notes

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

theoretical: (see fundamentals of music theory)

tie: a curved line that joins two successive notes of the same pitch and that indicates that the second note is a prolongation of the first and should not be sounded separately

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

time signature: figures written on the staff at the beginning of the composition that indicate the meter or the number of beats used in a measure and what type of note equals one beat

tonal pattern: grouping, generally brief, of tones or pitches

tonal/tonality: the organization of the melodic and harmonic elements to give a feeling of a key center or a tonic pitch

tonality: tonic or key tone around which a piece of music is centered

tonic: the first note of a musical scale; the chord built upon that note

transfer: use music knowledge and skills appropriately in a new context

treble clef (G clef): used to notate the highest sounding notes and pitch; the curl of the clef surrounding the second line indicates a note written on that line is G

tremolo: rapidly moving the bow back and forth in very short strokes

triad: a chord made up of three tones: one (root), with two others in the intervals of a third and a fifth above

trio: an ensemble of three solo performers

triple meter: a time signature in which the basic unit of pulse recurs in groups of three

unison: a combination of notes, voices, or instruments all singing or playing the same pitch

unity: presence of structural coherence within a work, generally achieved through the repetition of various elements of music (see variety)

unpitched instrument: percussive instruments without a definite pitch; for example, a bass drum, guiro, or rhythm sticks; usually notated by a symbol (typically an “X”) on a line

variation: repetition of a theme in new and varied ways

variety: presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (see unity)

venue: physical setting in which a musical event takes place

verse: a repeating melody with different sets of lyrics

vibrations: the motion of a string, a struck surface, or a column of air that produces musical sounds

vibrato: a repeated fluctuation of pitch used to impart more warmth or emotion

vivace: lively, brisk; generally faster than allegro, but not as fast as presto

vocables: audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

vocal: relating to or using the singing voice; music intended to be performed by one or more singers

vocalizations: vocal exercises that include no text and are sung to one or more vowels

whole step: two half-steps

whole-tone scale: a scale made up only of whole-step intervals; for example, intervals that span two half-steps

woodwind: a term used to refer to wind instruments that were originally and may continue to be made of wood; instruments played by blowing across a mouth hole or into a whistle mouthpiece or reed; principal members are the flute, oboe, English horn, clarinet, saxophone, and bassoon

world language songs: music with lyrics that combine influences from more than one cultural tradition, languages from indigenous cultures, and non-traditional types of instrumental accompaniment, melodic forms, and rhythms

world music: folk, indigenous, or roots music created by indigenous musicians of any culture.

Appendix 3: Acknowledgments

OSPI sincerely appreciates the contributions and commitment of the members of The Arts Learning Standards cadre and other content experts who gave their time and expertise to vetting these standards and to developing the supporting material. Thanks are also extended to the members of the Curriculum Review Advisory Committee (CARC) for their review and input throughout the adoption process.

Members of the Arts Learning Standards Cadre and Other Content Experts:

Mari Atkinson, Mukilteo School District, Visual Arts
Katherine Baker, Seattle Public Schools, Visual Arts
Jeannie Brzovic, Edmonds School District, Theatre
Amy Cantrell Weber, Tahoma School District, Visual Arts
Gerald Carrell, Highline School District, Media Arts
Bob Cooper, South Kitsap School District, Music
Tracey Delyea, Colville School District, Media Arts
Krissa Englebright, Tacoma School District, Dance
Sarah Franko, Colville School District, Media Arts
Debbie Gilbert, Teaching Artist, Dance
Emily Gordillo, Pacific Northwest Ballet, Dance
Jon Halvorson, Olympia School District, Theatre
Carole Huls, Yakima School District, Visual Arts
Christine Ingalls, Vancouver School District, Dance
Francie (Akin) Ishler, Rochester School District, Music
Pamela Ivezic, Seattle Public Schools, Music
Ginny Lane, North Thurston School District, Visual Arts
Andrew Lewis, Mead School District, Theatre
Jennifer Martin, Vancouver School District, Visual Arts
Sheyla Mattos, Vancouver School District, Dance
Robert McMinn, Richland School District, Visual Arts
Mark Moody, Issaquah School District, Media Arts

Sean Moss, Rosalia School District, Visual Arts
Russ Newbury, Pasco School District, Music
Lynne Olmos, Mossyrock School District, Theatre
Calliope Orr, Seattle School District, Dance
Suzanne Ostersmith, Gonzaga University, Dance
Donald Pearce, Omak School District, Music
Jeanette Perry, Nooksack Valley School District, Music
Charles Pschirrer, Spokane School District, Theatre
Rochelle Rapaszky, Pacific Northwest Ballet, Dance
Leah Beth Riggs, Central Kitsap School District, Music
Andrew Ryder, Seattle Pacific University, Theatre
Jackie Sacks, Vancouver School District, Dance
Michael Sandner, Bethel School District, Music
Leslie Schneider, Ellensburg School District, Music
Melia Scranton, Seattle Public Schools, Theatre
Gail Sehlhorst, Seattle Public Schools, Theatre
Karen Sharp, Seattle Children's Theatre, Theatre
Robin Sonderland, Vancouver School District, Music
Maya Soto, The Northwest School, Dance
Amanda Tu, Vancouver School District, Dance
Pamela Valentine, Shelton School District, Media Arts
David Weathered, Spokane Public Schools, Music
Rosemarie Wilkins, South Kitsap, Visual Arts
Denise Williamson, Quilcene School District, Dance

The Arts K–12 Learning Standards Bias and Sensitivity Review was conducted by Porsche Everson from Relevant Strategies and received input from:

Anne Banks, Arts Program Supervisor, OSPI

Serene Cook, Office of Student and School Success, OSPI

Phyllis Lane, Former Dean of Students, The Evergreen State College, retired

Mynor Lopez, Commission on Hispanic Affairs

Shannon McCann, Special Education Teacher and Federal Way Education Association President

Kyra Nourse, Contractor for the Arts Standards Revision Project

Lori Magnuson, Division of Vocational Rehabilitation, Department of Social and Health Services

Marissa Rathbone, Learning and Teaching, OSPI

Ann Renker, Assistant Superintendent, Sequim School District

Mallory Sullivan, Equity and Civil Rights, OSPI

Laurel White, Speech and Language Pathologist, Eastmont School District

Writing, editing, and formatting support for The Arts Standards Revision Project was provided by Dr. Kyra L. Nourse, Writer & Editor.

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

OSPI Document Number: 17-0011

For more information about the contents of this document, please contact:

Anne Banks
email: anne.banks@k12.wa.us
phone: 360-725-4966

This material is available in alternative format upon request.
Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



Office of Superintendent of Public Instruction

Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200
2017