

2015 DRAFT Arizona Arts Standards

Music: Traditional and Emerging Performing Ensembles

Novice through Advanced Standards (Middle School - High School)

Thank you for reviewing the 2015 DRAFT Performing Ensemble Standards.
[You can find the link for the survey to give us input here.](#)

What's new?

Here are some things to look for in these DRAFT standards:

1. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these draft standards have 4 categories - **Creating, Presenting, Responding and Connecting**. Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.

2. The Performing Ensemble Draft Standards are articulated by performance level, similar to our 2006 Band, Orchestra and Choir Standards. Instead of separating ensembles out in the document, an holistic approach is used, focusing on the student in an ensemble, be it choir, Mariachi, or world drumming.

3. These Performing Ensembles standards provide standards for the High School level, as well as some **Novice and Intermediate levels** for programs which begin differentiating music instruction in elementary/middle school settings. The three High School levels are **Proficient, Accomplished and Advanced**. They cover roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced). The Performing Ensemble standards are available for your review as well this review period. **Foundational Skills:** The specific guidelines that the teacher provides to support the performing standards are found in the Foundational Skills listed at the end of each Artistic Process (Creating, Performing, Responding, Connecting). While not an exhaustive list, the Foundational Skills help suggest key skills for students

4. Along with the Performing Ensemble strand, there are additional strands of music standards for Harmonizing Instruments (Guitar and Piano); Music Technology; and Music Theory and Composition. If you are interested in reviewing the other strands, you may contact Lynn Tuttle directly at Lynn.Tuttle@azed.gov or alert us to your interest in the survey form for

5. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms.

Creating - Conceiving and developing new artistic ideas and work.	Performing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

	Novice (Beginning)	Intermediate	
Creating			Creating
Anchor 1	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Anchor 1
Anchor 2	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Anchor 2
Anchor 3	Preserve draft compositions and improvisations through standard notation and audio recording.	Preserve draft compositions and improvisations through standard notation and audio recording.	Anchor 3
Anchor 3	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.	Anchor 3
Anchor 3	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.	Share personally-developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Anchor 3
Foundational Skills	<p>Improvise: • perform, use standard notation, and audio record improvisation that is a minimum of 4 measures; • describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music</p>		Foundational Skills
Foundational Skills	<p>Compose: • use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument; • describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music; • replace or change some of the note values and/or pitches in composing a variation of a theme; use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)</p>		Foundational Skills

	Novice (Beginning)	Intermediate	
Performing			Performing
Anchor 4	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.	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.	Anchor 4
	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	
Anchor 5	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	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.	Anchor 5
Anchor 6	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	Anchor 6
		Demonstrate an understanding of the context of the music through prepared and improvised performances.	
Foundational Skills	<p>Sing: • appropriate articulation, phrasing and dynamics; • rhythmic patterns of different meters; • appropriate posture, breath support; • using methodology such as solfeggi or numbers to sight sing melodies appropriate to the repertoire</p>		Foundational Skills
	<p>Application to given instrument: • Maintain a steady beat with auditory assistance; • Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names); • Utilize appropriate key signatures and accidentals; • Maintain a steady beat while playing individually and with others the following note and rest values- whole, half, quarter, eighth, sixteenth and corresponding dotted notes; • Perform independent parts while others play contrasting parts; • Respond to basic conducting cues (e.g. tempo, dynamics); • Perform scales, intervals, and arpeggios in the repertoire; • Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire; • Utilize characteristic tone, including vibrato, when appropriate; • Utilize proper embouchure, hand position and/or posture; • Perform with accurate intonation, balance and blend; • Tune instrument to a given pitch and adjusting matching pitches; • Perform literature from memory; • Utilize technology and multi-media to enhance knowledge and application of vocal/instrumental technique; • Demonstrate proper care and maintenance of instrument; • Demonstrate proper assembly of instrument (OBE); • Exhibit proper bow control and appropriate bowings from the repertoire (O); • Sight read/Sight Sing (A) and additionally for choir, literature in unison or two parts and up to 8 parts at an advanced level (Ch); • Utilize appropriate chest, head and falsetto voice(Ch); • Sing music in varying languages as encountered in the repertoire (Ch); • Sing acapella in rehearsal Settings (Ch); • Utilize the articulators to produce clarity of consonants and purity of vowels (Ch)</p>		
	<p>Identify, Describe, Explain: • Musical symbols, (e.g. fermata, repeat signs, double bar lines, note names, the following note values- whole, half, quarter, eighth, dotted half, dotted eighth); • Steps, Skips; • Function of key and time signatures; • Simple music forms and characteristics; • Sounds of the instrument/voices specific to their ensemble; • Elements of music (e.g. rhythm, melody); • Their role in ensemble (e.g. melody, harmony, accompaniment, foreground/background within their ensemble); • Whole and half step patterns in scales; • Key signature and accidentals in the repertoire; • Relationship between mathematics as it occurs in the repertoire; • One's own physical mechanics and skill level essential to playing/singing within the repertoire; • Adjusting to the acoustic properties and the effect on the performers and the performance space; • Parts of Instrument (OBE)</p>		

	Novice (Beginning)	Intermediate	
Responding			Responding
Anchor 7	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	Anchor 7
	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	Describe how understanding context and the way the elements of music are manipulated inform the response to music.	
Anchor 8	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.	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.	Anchor 8
Anchor 9	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	Anchor 9
Foundational Skills	<p>Identify, Describe, Explain: • how changing compositional elements of music (e.g., dynamics, tone color, tempo) can change the style and experience of the music. • the musical characteristics that make a piece of music appropriate for a specific event or function. • their musical preference for specific musical works and styles. • music preferences (I like it because...) • the elements of music in the repertoire. • how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music. • recognizing composers's motivations for creating the music being performed by the students. • using appropriate terminology to describe and explain music. • the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music. • the characteristics that evoke a temperament or mood in a piece of music; • a varied repertoire of music from diverse genres and musical styles • using teacher specified criteria to evaluate a musical performance. • showing respect for personal work and the work of others through appropriate critique. • evaluating the effect of audience and performers' behavior on the performance.</p>	<p>Identify, Describe, Explain, Compare: • how music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another). • their preference for specific musical works and styles. • I music preferences (I like it because...) from music judgments (It is good because...) • the elements of music in the repertoire; • appropriate terminology to describe and explain music. • the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music used to create different moods or feelings. • the characteristics that evoke a temperament or mood in a piece of music; • the performance of a solo/ensemble in relation to the genre or style performed. • multiple interpretations of the same piece of music. • using teacher or student specified criteria to evaluate a musical performance. • showing respect for personal work and the work of others through appropriate critique. • evaluating the effect of audience and performers' behavior on the performance.</p>	Foundational Skills
Connecting			Connecting
Anchor 10	Explain how music helps to create a sense of identity, community, and solidarity.	Explain how music helps to create a sense of identity, community, and solidarity.	Anchor 10
	Identify and discuss the roles and impact music plays in one's life and the lives of others.	Identify and discuss the roles and impact music plays in one's life and the lives of others.	
Anchor 11	Identify and explain how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Identify and explain how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Anchor 11
	Identify and explain how context (such as social, cultural, historical) can inform a performance.	Identify and explain how context (such as social, cultural, historical) can inform a performance.	
Foundational Skills	<p>Application to given instrument: • investigate, recognize, describe and apply the developmental and historical characteristics of instrumental/vocal music to performance practice; • identify, discuss and analyze the context in which the composer wrote the work being played or sung; • identify various roles of music in daily experiences</p> <p>Identify, Describe, Explain: • How interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music; • the relationship between music and various functions/events (e.g., specific to content area); • the roles and impact music plays in their lives and the lives of others; • the experience(s) of their performance and the performance of others; • composers' motivations for creating the music being performed by the students; • a varied repertoire of music from diverse genres and musical styles; • the connections between music and other content areas as encountered in the repertoire; • the connections between choral text and language arts and social studies, compare and analyze how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g. sound in music, movement in dance, images in art, words in poetry); • appropriate audience behavior in the context and style of music being performed; • the musical characteristics that make a piece of music appropriate for a specific event or function; • the roles/careers musicians play in various societies and investigate opportunities for life long participation in music; • the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).</p>		Foundational Skills

	High School: Proficient	High School: Accomplished	High School: Advanced	
Creating				Creating
Anchor 1	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.	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.	Compose and improvise musical ideas for a variety of purposes and contexts.	Anchor 1
Anchor 2	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.	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.	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Anchor 2
	Preserve draft compositions and improvisations through standard notation and audio recording.	Preserve draft compositions and improvisations through standard notation, audio, or video recording.	Preserve draft compositions and improvisations through standard notation and audio recording.	
Anchor 3	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	Anchor 3
	Share personally-developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.	Share personally-developed arrangements, sections, and short compositions, individually or as an ensemble, that address identified purposes.	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.	
Foundational Skills	Improvise: • perform, use standard notation, and audio record improvisation that is a minimum of 8 measures ; • perform simple improvised melodies within an appropriate harmonic structure	Improvise: • perform, use standard notation, and audio record improvisation that is a minimum of 12 measures; • perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression; • perform melodic and rhythmic improvised accompaniments	Improvise: • perform, use standard notation, and audio record improvisation that is a minimum of 24 measures; • perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression; • perform melodic and rhythmic improvised accompaniments	Foundational Skills
	Compose: • use standard notation and audio record composition that is minimum of 4 measures and is written for the student's own instrument or others; • explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song; • transpose, arrange, and/or transcribe music; • use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)	Compose: • use standard notation and audio record composition that is minimum of 8 measures and is written for duet or small ensemble ; • explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song; • arrange short sections of a song using standard notation and a variety of musical elements; • use technology and multimedia to enhance knowledge and application of composing	Compose: • use standard notation and audio record composition that is minimum of 16 measures and is written for duet or small ensemble; • create complete composition that is a minimum of 16 measures using student chosen guidelines and any notational system; • compose a musical work for small or large ensemble, or solo with accompaniment; • arrange or transcribe a musical work for small or large ensemble, or solo with accompaniment; • use technology and multimedia to enhance knowledge and application of composing	

	High School: Proficient	High School: Accomplished	High School: Advanced	
Performing				Performing
Anchor 4	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.	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.	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.	Anchor 4
	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performer's technical skill to connect with the audience.	Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performer's technical skill to connect with the audience.	
Anchor 5	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.	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	Anchor 5
Anchor 6	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.	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 and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Anchor 6
	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	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.	
Foundational Skills	<p>Sing: • appropriate articulation, phrasing and dynamics; • rhythmic patterns of different meters; • appropriate posture, breath support; • using methodology such as solfeggi or numbers to sight sing melodies appropriate to the repertoire</p> <p>Application to given instrument: • Maintain a steady beat with auditory assistance; • Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names); • Utilize appropriate key signatures and accidentals; • Maintain a steady beat while playing individually and with others the following note and rest values- whole, half, quarter, eighth, sixteenth and corresponding dotted notes; • Perform independent parts while others play contrasting parts; • Respond to basic conducting cues (e.g. tempo, dynamics); • Perform scales, intervals, and arpeggios in the repertoire; • Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire; • Utilize characteristic tone, including vibrato, when appropriate; • Utilize proper embouchure, hand position and/or posture; • Perform with accurate intonation, balance and blend; • Tune instrument to a given pitch and adjusting matching pitches; • Perform literature from memory; • Utilize technology and multi-media to enhance knowledge and application of vocal/instrumental technique; • Demonstrate proper care and maintenance of instrument; • Demonstrate proper assembly of instrument (OBE); • Exhibit proper bow control and appropriate bowings from the repertoire (O); • Sight read/Sight Sing (A) and additionally for choir, literature in unison or two parts and up to 8 parts at an advanced level (Ch); • Utilize appropriate chest, head and falsetto voice(Ch); • Sing music in varying languages as encountered in the repertoire (Ch); • Sing acapella in rehearsal Settings (Ch); • Utilize the articulators to produce clarity of consonants and purity of vowels (Ch)</p>			Foundational Skills
	<p>Identify, Describe, Explain: • Musical symbols, (e.g. fermata, repeat signs, double bar lines, note names, the following note values- whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth); • Steps, Skips; • Function of key and time signatures; • Simple music forms and characteristics; • Sounds of the instrument/voices specific to their ensemble; • Elements of music (e.g. rhythm, melody); • Their role in ensemble (e.g. melody, harmony, accompaniment, foreground/background within their ensemble); • Whole and half step patterns in scales; • Key signature and accidentals in the repertoire; • Relationship between mathematics as it occurs in the repertoire; • One's own physical mechanics and skill level essential to playing/singing within the repertoire; • Adjusting to the acoustic properties and the effect on the performers and the performance space; • Parts of Instrument (OBE)</p>			

	High School: Proficient	High School: Accomplished	High School: Advanced	
Responding				Responding
Anchor 7	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.	Anchor 7
	Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	Explain how the analysis of structures and contexts inform the response to music.	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.	
Anchor 8	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.	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.	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Anchor 8
Anchor 9	Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.	Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.	Anchor 9
Foundational Skills	Identify, Describe, Explain, Compare, Analyze, Evaluate: • the compositional and stylistic elements that differentiate various musical genres. • specific musical characteristics that influence their preference for specific musical works and styles. • music preferences (I like it because...) from music judgments (It is good because...) from cultural judgments (It is important because...) • the elements of music in the repertoire; • personal reactions to musical experiences, and identifying which musical aspects evoke these reactions; • terminology to describe and explain music. • the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music used to create different moods or feelings. • the characteristics that evoke a temperament or mood in a piece of music; • the performance of a solo/ensemble in relation to the genre or style performed. • multiple interpretations of the same piece of music. • using student specified criteria to evaluate a musical performance. • showing respect for personal work and the work of others through appropriate critique. • the effect of audience and performers' behavior on the performance.	Identify, Describe, Explain, Compare, Analyze, Evaluate: • the compositional and stylistic elements that differentiate various musical genres. • specific musical characteristics that influence their preference for specific musical works and styles. • music preferences (I like it because...) from music judgments (It is good because...) from cultural judgments (It is important because...) • the elements of music in the repertoire; • personal reactions to musical experiences, and identifying which musical aspects evoke these reactions; • terminology to describe and explain music. • the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music used to create different moods or feelings. • the characteristics that evoke a temperament or mood in a piece of music; • musical experiences orally and in writing with appropriate critique and terminology. • the quality of their performances and the performances of others.	Identify, Describe, Explain, Compare, Analyze, Evaluate, Apply: • compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others; • defend their preference for specific musical works of styles using specific musical characteristics; • music preferences (I like it because...) from music judgments (It is good because...) from cultural judgments (It is important because...) • the elements of music in the repertoire; • personal reactions to musical experiences, and identifying which musical aspects evoke these reactions; • terminology to describe and explain music. • the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music used to create different moods or feelings. • the characteristics that evoke a temperament or mood in a piece of music; • musical experiences orally and in writing with appropriate critique and terminology. • the quality of their performances and the performances of others.	Foundational Skills
Connecting				Connecting
Anchor 10	Explain how music helps to create a sense of identity, community, and solidarity.	Explain how music helps to create a sense of identity, community, and solidarity.	Explain how music helps to create a sense of identity, community, and solidarity.	Anchor 10
	Explain and discuss the roles and impact music plays in one's life and the lives of others.	Explain and discuss the roles and impact music plays in one's life and the lives of others.	Explain and discuss the roles and impact music plays in one's life and the lives of others.	
Anchor 11	Explain and analyze how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Analyze how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Analyze how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Anchor 11
	Explain and analyze how context (such as social, cultural, historical) can inform a performance.	Analyze how context (such as social, cultural, historical) can inform a performance.	Evaluate and analyze how context (such as social, cultural, historical) can inform a performance.	
Foundational Skills	Application to given instrument: • investigate, recognize, describe and apply the developmental and historical characteristics of instrumental/vocal music to performance practice; • identify, discuss and analyze the context in which the composer wrote the work being played or sung; • identify various roles of music in daily experiences			Foundational Skills
	Identify, Describe, Explain: • How interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music; • the relationship between music and various functions/events (e.g., specific to content area); • the roles and impact music plays in their lives and the lives of others; • the experience(s) of their performance and the performance of others; • composers' motivations for creating the music being performed by the students; • a varied repertoire of music from diverse genres and musical styles; • the connections between music and other content areas as encountered in the repertoire; • the connections between choral text and language arts and social studies, compare and analyze how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g. sound in music, movement in dance, images in art, words in poetry); • appropriate audience behavior in the context and style of music being performed; • the musical characteristics that make a piece of music appropriate for a specific event or function; • the roles/careers musicians play in various societies and investigate opportunities for life long participation in music; • the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).			