2015 Arizona Academic Standards in the Arts Music - Performing Ensembles

Artistic Process - Creating					
Anchor Standard #1 - Generate and conceptualize artistic ideas and work					
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
MU.CR.1.PE.5a	MU.CR.1.PE.8a	MU.CR.1.PE.HS1a	MU.CR.1.PE.HS2a	MU.CR.1.PE.HS3a	
a. Compose and improvise melodic and rhythmic ideas	a. Compose and improvise ideas for melodies and	a. Compose and improvise ideas for melodies, rhythmic	a. Compose and improvise ideas for arrangements,	a. Compose and improvise musical ideas for a variety of	
or motives that reflect characteristic(s) of music or	rhythmic passages based on characteristic(s) of music	passages, and arrangements for specific purposes that	sections, and short compositions for specific purposes	purposes and contexts.	
text(s) studied in rehearsal.	or text(s) studied in rehearsal.	reflect characteristic(s) of music from a variety of	that reflect characteristic(s) of music from a variety of		
		historical periods studied in rehearsal.	cultures studied in rehearsal.		
	Anchor Stand	ard #2 - Organize and develop artistic io	deas and work		
Novice		HS Proficient	HS Accomplished	HS Advanced	
MU.CR.2.PE.5a	MU.CR.2.PE.8a	MU.CR.2.PE.HS1a	MU.CR.2.PE.HS2a	MU.CR.2.PE.HS3a	
a. Develop melodic and rhythmic ideas or motives that	a. Develop melodies and rhythmic passages that	a. Select and develop melodies, rhythmic passages, and	a. Select and develop arrangements, sections, and short	a. Select and develop melodic and rhythmic ideas or	
demonstrate understanding of characteristic(s) of music	demonstrate understanding of characteristic(s) of music		compositions for specific purposes that demonstrate	motives that demonstrate understanding of	
or text(s) studied in rehearsal.	or text(s) studied in rehearsal.	understanding of characteristic(s) of music from a	understanding of characteristic(s) of music from a	characteristic(s) of music or text(s) studied in rehearsal.	
		variety of historical periods studied in rehearsal.	variety of cultures studied in rehearsal.		
MU.CR.2.PE.5b	MU.CR.2.PE.8b	MU.CR.2.PE.HS1b	MU.CR.2.PE.HS2b	MU.CR.2.PE.HS3b	
b. Preserve draft compositions and improvisations	b. Preserve draft compositions and improvisations	b. Preserve draft compositions and improvisations	b. Preserve draft compositions and improvisations	b. Preserve draft compositions and improvisations	
through audio or video recording and through standard	through audio or video recording and through standard	through audio or video recording and through standard	through audio or video recording and through standard	through audio or video recording and through standard	
notation (using notation in a manner consistent with	notation (using notation in a manner consistent with	notation (using notation in a manner consistent with	notation (using notation in a manner consistent with	notation (using notation in a manner consistent with	
the genre and with the appropriate skill connected with	the genre and with the appropriate skill connected with	the genre and with the appropriate skill connected with	the genre and with the appropriate skill connected with	the genre and with the appropriate skill connected with	
the level).	the level).	the level).	the level).	the level).	
	Anchor	Standard #3 - Refine and complete artis	stic work		
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
MU.CR.3.PE.5a	MU.CR.3.PE.8a	MU.CR.3.PE.HS1a	MU.CR.3.PE.HS2a	MU.CR.3.PE.HS3a	
a. Evaluate and refine draft compositions and	•	a. Evaluate and refine draft melodies, rhythmic	a. Evaluate and refine draft arrangements, sections,	a. Evaluate and refine draft compositions and	
improvisations based on knowledge, skill, and teacher-		passages, arrangements, and improvisations based on	short compositions, and improvisations based on	improvisations based on knowledge, skill, and teacher-	
provided criteria.		established criteria, including the extent to which they	personally-developed criteria, including the extent to	provided criteria.	
		address identified purposes.	which they address identified purposes.		
MU.CR.3.PE.5b	MU.CR.3.PE.8b	MU.CR.3.PE.HS1b	MU.CR.3.PE.HS2b	MU.CR.3.PE.HS3b	
b. Share personally-developed melodic and rhythmic	b. Share personally-developed melodies and rhythmic	b. Share personally-developed melodic and rhythmic	b. Share personally-developed melodies, rhythmic	b. Share personally-developed arrangements, sections,	
ideas or motives individually or as an ensemble that	passages individually or as an ensemble that	ideas or motives individually or as an ensemble that	passages, and arrangements individually or as an	and short compositions individually or as an ensemble	
demonstrate understanding of characteristics of music	demonstrate understanding of characteristics of music	demonstrate understanding of characteristics of music	ensemble that address identified purposes.	that address identified purposes.	
or texts studied in rehearsal.	or texts studied in rehearsal.	or texts studied in rehearsal.			

please are received individually or as an extremely that construction of contracting and parameters of must be contracted		MU.CR.3.PE.8b	MU.CR.3.PE.HS1b		MU.CR.3.PE.HS3b
semontative understanding of disparative and make one contractive dependence of the statistical of an elegand. The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. The specific guidelines that the teacher provides for improvisation and composition that is a stimular of the following foundation and state of the specific state in the specific state of	·	· · · · · · · · · · · · · · · · · · ·			b. Share personally-developed arrangements, sections,
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Foundational Skills - Creating The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. Improvisation Provided Provid		S .	_	ensemble that address identified purposes.	that address identified purposes.
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Modes	The specific guidelines that t	he teacher provides for improvisation a	nd composition should include the follo	wing foundational skills in support of m	eeting Anchor Standards 1-3.
reform, use danded scatenou, and suito record improvable that is a minimum of a measure. Approvable from the animum of a measure and is written for the animum of a measure and is written for the animum of a measure and is written for the animum of a measure and is written for the animum of a measure and is written for the					
mayorisation that is a minimum of 4 measures. Post					
Describe how the change elements of muse (i.e., organics, rows, color, steepol can affect the eight of muse). Describe how the change elements of muse (i.e., organics, rows, color, steepol can affect the eight of muse). Describe how the change elements of muse (i.e., organics, rows, color, steepol can affect the eight of muse). Describe how the change elements of muse (i.e., organics, rows, color, steepol can affect the eight of muse). Describe how the change elements of muse (i.e., organics, rows, color, steepol can affect the eight of muse). Describe how the change elements of muse (i.e., organics) and in these standards with in a appargration how control in these standards with in organic levels, the other standards with in organic levels, the other standards with in organic levels, the other standards with in a papergration for this new concepts listed. Describe how the change elements of muse (i.e., organics) and in these standards with in organic levels are used to great four papers of the extendard social on and audio record composition. Notice The termination of the extendards with in organic levels, the other standards with in a papergration for this new concepts listed. Describe how the change elements of muse (i.e., organics) and standards are continued as a standard with a six antiminum of a measure and is written for the standards with in a paper grate in the continued of the extendard social on and audio record composition. Notice The termination of the extendards with in organic levels are six and another own of the extendards with in organic levels are six and another own of the extendards with in a paper grate levels, the organic levels are six and another own of the extendard social on and audio record composition. Notice the standard social on and audio record composition of the standards are of the previous level. Right should increase a six and another own of the extendards are on the previous level. Right should increase a six and another own of the extendard social on and audi	·				
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Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of visuals. Construction of the production of the prod		(NOTE: This foundational skill is the same as the			
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music. (MOTZ: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetion.) Where new concepts are introduced in these standards with no explicit preparation at earlier levels, the other standards specified for those earlier levels are meant as general pragnation for the new concepts listed. ***********************************					
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where new concepts are introduced in these standards with no evaluation sealer levels, the other standards specified for those earlier levels are meant at expense of preparation for the new concepts listed. Composition					
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	2015 Arizon	a Academic Standard	ls in the Arts	
		ic - Performing Ensen		
		Artistic Process - Performing		
	Anchor Standard #4	- Select, analyze, and interpret artistic w		
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.PR.4.PE.5a a. Select repertoire to study/perform based on	MU.PR.4.PE.8a a. Select repertoire to study/perform based on	MU.PR.4.PE.HS1a a. Explain the criteria used in selecting the repertoire	MU.PR.4.PE.HS2a a. Apply previously established criteria used in	MU.PR.4.PE.HS3a a. Develop and apply criteria to select varied programs
Serect: repetioner output/performing/securities therest, music reading and performing/technical bilities.	a. seek: repertone to study perform based on interest, music reading and performing/technical abilities.	a. Explain the Citeria used in Selecting the reperture to study/perform based on interest, music reading and performing/technical abilities.	a. Appry previously estationistic cities in use in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.	a. Develop and apply cheer a cosener, content program of the cost of the 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.
MU.PR.4.PE.5b	MU.PR.4.PE.8b	MU.PR.4.PE.HS1b	MU.PR.4.PE.HS2b	MU.PR.4.PE.HS3b
 Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed. 	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/perform	b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/perform
			MU.PR.4.PE.HS2c	MU.PR.4.PE.HS3c
			c. 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.	c. 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 Standa	rd #5 - Develop and refine artistic work f	or presentation	
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.PR.5.PE.5a	MU.PR.5.PE.8a	MU.PR.5.PE.HS1a	MU.PR.5.PE.HS2a	MU.PR.5.PE.HS3a
 Use self-reflection to identify technical challenges in varied repertoire of music. 	Develop strategies to address technical challenges in a varied repertoire of music.	Develop strategies to address technical and expressive challenges in a varied repertoire of music other sources to refine performances.	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
MU.PR.5.PE.5b	MU.PR.5.PE.8b	MU.PR.5.PE.HS1b	MU.PR.5.PE.HS2b	MU.PR.5.PE.HS3b
 b. Use peer feedback to refine individual and ensemble performances of a varied repertoire of music. 	b. Use feedback from ensemble peers and other sources to refine performances.	b. Use feedback from ensemble peers and other sources to refine performances.	 Use feedback from ensemble peers and other sources to refine performances and develop effective rehearsal strategies. 	b. Use feedback from ensemble peers and other sources to refine performances and strengthen effective rehearsal strategies.
		- Convey meaning through the presenta		
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.PR.6.PE.5a I. Identify technical accuracy in prepared and	MU.PR.6.PE.8a a. Demonstrate attention to technical accuracy in	MU.PR.6.PE.HS1a a. Demonstrate attention to technical accuracy in	MU.PR.6.PE.HS2a a. Demonstrate mastery of the technical demands of	MU.PR.6.PE.HS3a a. Demonstrate an understanding and mastery of the
. mentary tecunical actuacy in prepared and improvised performances of a varied repertoire of nusic.	a. Demoissates externation to technical according to prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	a. Demoissable attention to ectimate a scoracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	a. Demoissable linesery of the ectimate demansion the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	as Demonstrate a minute standing and masset yo the technical demands 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.
MU.PR.6.PE.5b	MU.PR.6.PE.8b	MU.PR.6.PE.HS1b	MU.PR.6.PE.HS2b	MU.PR.6.PE.HS3b
 Identify expressive qualities in prepared and mprovised performances of a varied repertoire of music. 	 b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. 	 Demonstrate attention to 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 qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. 	b. Demonstrate an understanding and mastery of the 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.
MU.PR.6.PE.5c	MU.PR.6.PE.8c	MU.PR.6.PE.HS1c	MU.PR.6.PE.HS2c	MU.PR.6.PE.HS3c
 Demonstrate an awareness of the context of the nusic through prepared performances. 	c. Demonstrate an understanding of the context of the music through prepared performances.	c. Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.	 Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances. 	 Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.
	Fo	oundational Skills - Performi	ng	
		cribed below are not representative of <u>a</u> petencies which must be present in supp		
		Application to Instrument (AI)		
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Maintain a steady beat, with auditory assistance,	Maintain a steady beat, with auditory assistance,	Maintain a steady beat, with visual assistance, while	Maintain a steady beat, without external assistance,	maintain a steady beat, recognizing the macro and
while playing individually and with others the	while playing individually and with others sixteenth,	playing individually and with others note and rest	while playing individually and with others note and	micro beat, while playing individually and with others
following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple	corresponding dotted notes and elementary syncopation in simple meters.	values in simple and complex meters as encountered in the repertoire.	rest values in complex and changing meters at faster tempos as encountered in the repertoire.	note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.
meters. Utilize musical symbols (e.g. fermata, repeat signs,		Utilize musical symbols encountered in the repertoire.		

music through prepared performances.	music through prepared performances.	by connecting with an audience through prepared performances.	for connecting with an audience through prepared performances.	for connecting with an audience through prepared performances.		
Foundational Skills - Performing						
The knowledge and skills described below are not representative of <u>all</u> requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6.						
Newdoo		Application to Instrument (AI)		luc Advanced		
Novice Maintain a steady beat, with auditory assistance, while playing individually and with others the	Intermediate Maintain a steady beat, with auditory assistance, while playing individually and with others sixteenth,	Maintain a steady beat, with visual assistance, while playing individually and with others note and rest	HS Accomplished Maintain a steady beat, without external assistance, while playing individually and with others note and	HS Advanced maintain a steady beat, recognizing the macro and micro beat, while playing individually and with others		
following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple	corresponding dotted notes and elementary syncopation in simple meters.	values in simple and complex meters as encountered in the repertoire.	rest values in complex and changing meters at faster tempos as encountered in the repertoire.	note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.		
meters. Utilize musical symbols (e.g. fermata, repeat signs,	Utilize musical symbols encountered in the repertoire.					
double bar lines, note names.)	(NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the		
	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Perform fluently with key signature and accidental						
encountered in the repertoire.	encountered in the repertoire. (NOTE: This foundational skill is the same as the	encountered in the repertoire. (NOTE: This foundational skill is the same as the	encountered in the repertoire. (NOTE: This foundational skill is the same as the	encountered in the repertoire. (NOTE: This foundational skill is the same as the		
	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Perform independent parts while others play contrasting parts (e.g., level 5-1).	Perform independent parts while others play contrasting parts (e.g., level 1-2).	Perform independent parts while others play contrasting parts (e.g., level 2-3).	Perform independent parts while others play contrasting parts (e.g., level 3-5).	Perform independent parts while others play contrasting parts (e.g. level 5-6).		
Respond to basic conducting cues (e.g., tempo, dynamics).	Respond to basic conducting cues (e.g., tempo, dynamics).	Respond to basic conducting cues (e.g. phrasing and expression).	Respond to basic conducting cues (e.g. style, multi- meter).	Conduct an ensemble with appropriate gestures, tempo, expression and cuing.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are					
Perform scales, intervals, and arpeggios in the	applied to a leveled progression of repetoire.) Perform scales, intervals, and arpeggios in the	Perform scales, intervals, and arpeggios in the	Perform scales, intervals, and arpeggios in the	Perform scales, intervals, and arpeggios in the		
repertoire.	repertoire.	repertoire.	repertoire.	repertoire.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are		
Perform dynamics, timbre, tempo, phrasing,	Perform dynamics, timbre, tempo, phrasing,	applied to a leveled progression of repetoire.) Perform dynamics, timbre, tempo, phrasing,	Perform dynamics, timbre, tempo, phrasing,	applied to a leveled progression of repetoire.) Perform dynamics, timbre, tempo, phrasing,		
articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.	articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.	purity of vowels.	articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.	purity of vowels.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Utilize a basic characteristic tone.	Utilize a basic characteristic tone with greater stability.	Utilize characteristic tone of the instrument, exhibiting some control over shaping or altering tone quality to				
		fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).	music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).	fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).		
Utilize proper technique (e.g. embouchure, hand position, posture and breath).	Utilize proper technique (e.g. embouchure, hand position, posture and breath).	Utilize proper technique (e.g. embouchure, hand position, posture and breath).	Utilize proper technique (e.g. embouchure, hand position, posture and breath).	Utilize proper technique (e.g. embouchure, hand position, posture and breath).		
	(NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the		
	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Perform with awareness of intonation and ensemble.	Perform with awareness of intonation, ensemble, balance and blend.	Perform with emerging accurate intonation, balance and blend in support of the ensemble.	Perform with accurate intonation, balance and blend in support of the ensemble.	Perform with accurate intonation, balance and blend in support of the ensemble.		
				(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are		
Tune with teacher assistance.	Tune with teacher guidance.	Tune to a given pitch and adjust to match pitch and develop awareness of tuning to self and other voices	Tune to a given pitch and adjust to match pitch and demonstrate a consistent ability to tune to self and	applied to a leveled progression of repetoire.) Tune to chords with an understanding of the importance of their pitch within the chord structure.		
		or instruments.	other voices or instruments.			
Perform literature from memory.	Perform literature from memory. (NOTE: This foundational skill is the same as the	Perform literature from memory. (NOTE: This foundational skill is the same as the	Perform literature from memory. (NOTE: This foundational skill is the same as the	Perform literature from memory. (NOTE: This foundational skill is the same as the		
	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Demonstrate proper care, assembly (if applicable), and maintenance of instrument.						
	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the	opplied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the		
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and maintenance of instrument. Novice Identify and describe	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase os skills are applied to a leveled progression of repetoire.)	applied to leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a levelde progression of repetoire.) Enforming – Reflect on Understanding (PR HS Proficient is the progression of the standard progression of the standard in the standard progression of the standard progressio	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) (1) HS Accomplished listentia and describe	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are		
and maintenance of instrument. Novice Identify and describe Musical symbols encountered in repertoire (e.g., fermats, repeat signs, double bar lines, note names,	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Intermediate identify and describe Musical symbols encountered in repertoire.	applied to leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a levelde progression of repetoire.) erforming - Reflect on Understanding (PE HS Proficient increase and increase a	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) (1) 1) 14) 15) 16) 17) 18) 18) 18) 19) 10) 11) 11) 12) 12) 13) 14) 15) 16) 16) 16) 16) 16) 16) 16	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) HS Advanced identify and describe Musical symbols encountered in repertoire.		
and maintenance of instrument. Novice Identify and describe Musical symbols encountered in repertoire (e.g.,	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Intermediate Identify and describe Musical symbols encountered in repertoire. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	applied to leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Ripp or thought is the same as the previous level. Ripp or should increase as skills are	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) (U) HS Accomplished Identity and describe Musical symbols encountered in repertoire. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	applied to a leveled progression of repetoive.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoive.) HS Advanced Identify and describe Musical symbols encountered in repertoire. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are		
Novice Identify and describe Musical symbols encountered in repertoire (e.g., fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth.	applied to a leveled progression of repetative.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the revelous level. Rigor should incrose a skills are applied to a leveled progression of repetative.) Intermediate Identify and describe (NOTE: This foundational skill is the same as the	applied to a leveled progression of repetoile.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the revious level. Rigor should increase a skills are applied to a leveled progression of repetoile.) Informing – Reflect on Understanding (PF HS Proficient Musical symbols encountered in repertoire.) (NOTE: This foundational skill is the same as the	applied to a leveled progression of repetoite.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (MOTE: This foundational skill is the same as the revoluce level. Rigor school discress en skills are applied to a leveled progression of repetoire.) RIV) HS Accomplished Identify and describe Musical symbols on countered in repertoire. (MOTE: This foundational skill is the same as the	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the some as the previous level. Rigor should increase a skills are applied to a leveled progression of repetoire.) HS Advanced identify and describe. MWISIA symbols oncountered in repertoire. (NOTE: This foundational skill is the some as the		
Novice Novice Identify and describe. Miscal symbols encountered in repertoire (e.g., fermats, repeat signs, double bar lines, note names, the following note values which, land, quarter, eighth, dotted half, dotted quarter, and dotted eighth).	applied to a leveled progression of repetable.) and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase a skills are applied to a leveled progression of repetalre.) Intermediate Identify and describe (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to leveled progression of repetable.) (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetable.) Steps and skips. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are reprevious level. Rigor should increase as skills are	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase a skills are applied to a leveled progression of repetoire.) Formling—Reflect on Understanding (PR HS Proflicient) Identify and describe MNOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.	applied to a leveled progression of repetoire.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the same as the previous level. Rigor should increase a skills are applied to a leveled progression of repetoire.) (II) HS Accomplished Identify and describe (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	applied to a leveled progression of repetoire.) Commostrate proper care, assembly (if applicable), and maintenance of instrument. (NOTE: This foundational skill is the some as the previous level. Rigor should increase a skills are applied to a leveled progression of repetoire.) HS Advanced Identify and describe. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to leveled progression of repetoire.) Intervals and chord structures. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are represented to the previous level. Rigor should increase as skills are represented to the same as the previous level. Rigor should increase as skills are		
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Cone's own physical mechanics and skill level essential to playing/singing within the repertoire. (NOTE: This foundational skill is the sa	applied to a leveled progression of repetotie.) Commonstrate proper care, assembly (if applicable), and maintenance of instrument. (IAOTE: This foundational skill is the same as the reapplied to a leveled progression of repetotire.) Forming—Reflect on Understanding (PF HS Proflicient Bientify and describe. Musical symbols encountered in repertoire. (IAOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetotire.) Intervals and chord structures. Function of key and time signatures. Simple music forms and characteristics. (IAOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetotire.) Sounds of the instrumently-voices specific to their ensemble. 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Commonstrate proper care, assembly (if applicable), and maintenance of instrument. (IAOTE: This foundational skill is the same as the previous level. Rigor should increase a skills are applied to a leveled progression of repetoire.) (IV) HES Accomplished Identify and describe (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to leveled progression of repetoire.) (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Intervals and chord structures. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Function of key and time signature. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) 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Whole and half step patterns in scales encountered in repetative. In the repetative as the r	applied to a leveled progression of repetotie.) Demonstrate proper care, assembly (if applicable), and maintenance of instrument. (IAOTE: This foundational skill is the same as the repetition and proper	applied to a leveled progression of repetoties.) Commonstrate proper care, assembly (if applicable), and maintenance of instrument. (IAOTE: This foundational skill is the same as the revolute level. Rigor should increase a skills are applied to a leveled progression of repetories.) HS Accomplished Identify and describe (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetories.) (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetorie.) Intervals and chard structures. 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2015 Arizona Academic Standards in the Arts Music - Performing Ensembles

iviusic - Performing Ensembles						
Artistic Process - Responding						
Anchor Standard #7 - Perceive and analyze artistic work						
Novice	Intermediate HS Proficient HS Accomplished HS Advanced					
MU.RE.7.PE.5a	MU.RE.7.PE.8a	MU.RE.7.PE.HS1a	MU.RE.7.PE.HS2a	MU.RE.7.PE.HS3a		
a. Identify reasons for selecting music based on	a. Explain reasons for selecting music citing	a. Apply criteria to select music for specified purposes,	a. Apply criteria to select music for a variety of	a. Use research and personally-developed criteria to		
characteristics found in the music	characteristics found in the music	supporting choices by citing characteristics found in the music	purposes, justifying choices citing knowledge of the music	justify choices made when selecting music, citing knowledge of the music		
MU.RE.7.PE.5b	MU.RE.7.PE.8b	MU.RE.7.PE.HS1b	MU.RE.7.PE.HS2b	MU.RE.7.PE.HS3b		
b. Identify how the use of repetition, similarities, and contrasts inform the response to music.	b. Describe how the elements of music are manipulated to inform the response to music.	b. Explain how the analysis of passages and understanding the way the elements of music are	b. Explain how the analysis of structures and contexts inform the response to music.	b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform		
		manipulated inform the response to music.		the response to music.		
	Anchor	Standard #8 - Interpret intent and meaning in artis	stic work			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.RE.8.PE.5a	MU.RE.8.PE.8a	MU.RE.8.PE.HS1a	MU.RE.8.PE.HS2a	MU.RE.8.PE.HS3a		
a. Identify interpretations of the expressive intent and	1 ' '' '	a. Explain and support interpretations of the expressive	a. Support interpretations of the expressive intent and	a. Justify interpretations of the expressive intent and		
meaning of musical works, referring to the elements of	, ,	intent and meaning of musical works, citing as evidence	5	meaning of musical works by comparing and		
music, contexts, and (when appropriate) the setting of	the treatment of the elements of music, contexts, and	the treatment of the elements of music, contexts,	treatment of the elements of music, contexts, (when	synthesizing varied researched sources, including		
the text.	(when appropriate) the setting of the text.	(when appropriate) the setting of the text, and personal research.	appropriate) the setting of the text, and varied researched sources.	reference to other art forms.		
	Anch	nor Standard #9 - Apply criteria to evaluate artistic				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.RE.9.PE.5a	MU.RE.9.PE.8a	MU.RE.9.PE.HS1a	MU.RE.9.PE.HS2a	MU.RE.9.PE.HS3a		
a. Identify and describe the effect of interest,	a. Explain the influence of experiences, analysis, and	a. Evaluate works and performances based on	a. Evaluate works and performances based on research	a. Develop and justify evaluations of music, programs of		
experience, analysis, and context on the evaluation of	context on interest in and evaluation of music.	personally- or collaboratively-developed criteria,	as well as personally- and collaboratively-developed	music, and performances based on criteria, personal		
music.		including analysis of the structure and context.	criteria, including analysis and interpretation of the	decision-making, research, and understanding of		
			structure and context.	contexts.		

Foundational Skills - Responding						
The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9.						
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
Identify and describe	Identify and describe	Identify and describe	Identify and describe	Identify and describe		
How changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music.	How music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another).	The compositional and stylistic elements that differentiate various musical genres.	The compositional and stylistic elements that differentiate various musical genres. (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	The compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others.		
Musical characteristics that make a piece of music	Musical characteristics that make a piece of music	Musical characteristics that make a piece of music	Musical characteristics that make a piece of music	Musical characteristics that make a piece of music		
appropriate for a specific event or function.	appropriate for a specific event or function.	appropriate for a specific event or function.	appropriate for a specific event or function.	appropriate for a specific event or function.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Their preference for specific musical works and styles.	Their preference for specific musical works and styles. (NOTE: This foundational skill is the same as the	Specific musical characteristics that influence their preference for specific musical works and styles.	Specific musical characteristics that influence their preference for specific musical works and styles.	Defend their preference for specific musical works of styles using specific musical characteristics.		
	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)			
Selected elements of music.	Elements of music most prominent in repertoire.	Elements of music most prominent in repertoire.	Elements of music most prominent in repertoire.	Elements of music most prominent in repertoire.		
		(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	How the changing elements of music can affect the style of the music.	How the changing elements of music can affect the style of the music.	How the changing elements of music can affect the style of the music.	How the changing elements of music can affect the style of the music.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Using teacher specified criteria to evaluate a musical performance.	Using teacher or student specified criteria to evaluate a musical performance.	Using student specified criteria to evaluate a musical performance.	Musical experiences orally and in writing with appropriate critique and terminology.	Musical experiences orally and in writing with appropriate critique and terminology.		
				(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		
Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.		
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		

2015 Arizona Academic Standards in the Arts

	Mus	ic - Performing Ensen	nbles	
		Artistic Process - Connecting	g	
	Anchor Standard #10 - Synt	thesize and relate knowledge and perso	onal experiences to make art	
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.CN.10.PE.5a	MU.CN.10.PE.8a	MU.CN.10.PE.HS1a	MU.CN.10.PE.HS2a	MU.CN.10.PE.HS3a
Identify and discuss the roles and impact music plays in one's life and the lives of others.	a. Identify and explain the roles and impact music plays in one's life and the lives of others.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.CN.10.PE.5b	MU.CN.10.PE.8b	MU.CN.10.PE.HS1b	MU.CN.10.PE.HS2b	MU.CN.10.PE.HS3b
b. Identify reasons for selecting music based on connection to interest, and purpose or context.	7	b. Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	b. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.	b. 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.
	1	· · · · · · · · · · · · · · · · · · ·	historical context to deepen understand	
Novice MU.CN.11.PE.5a	Intermediate MU.CN.11.PE.8a	HS Proficient MU.CN.11.PE.HS1a	HS Accomplished MU.CN.11.PE.HS2a	HS Advanced MU.CN.11.PE.HS3a
a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	a. Identify and explain how context can inform the	a. Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	a. Analyze how context can inform the expressive intent and meaning of a musical performance.	
MU.CN.11.PE.5b	MU.CN.11.PE.8b	MU.CN.11.PE.HS1b	MU.CN.11.PE.HS2b	MU.CN.11.PE.HS3b
 b. Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts). 	b. Identify and explain how music is affected by one's knowledge outside the arts (e.g.science, social studies, math, language arts).	b. Explain and analyze how music is affected by one's knowledge outside the arts	b. Analyze how music is affected by one's knowledge outside the arts.	b. Analyze how music and other art forms involve and are affected by one's knowledge outside the arts

		1 1		
	FC	oundational Skills - Connecti	ng	
The specific gu	idelines that the teacher provides for co			torical contexts
		foundational skills in support of meeting		
Martin Company		nnecting - Reflect on Understanding (Cl		luc a t t
Novice Identify and describe	Intermediate Identify and describe	HS Proficient Identify and describe	HS Accomplished Identify and describe	HS Advanced Identify and describe
Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.	Identify the context in which the composer wrote the piece being performed.	Identify the context in which the composer wrote the piece being performed.	Identify the context in which the composer wrote the piece being performed.	Identify the context in which the composer wrote the piece being performed.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Where new concepts are introduced in these standard standards specified for those earlier levels are meant	s with no explicit preparation at earlier levels, the other as general preparation for the new concepts listed.	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.
			(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Identify their preference for specific musical works and styles.	Identify their preference for specific musical works and styles.	Distinguish musical characteristics that influence their preference for specific musical works and styles.	Distinguish musical characteristics that influence their preference for specific musical works and styles.	Defend their preference for musical works and styles using specific musical characteristics.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	
Elements of music.	Elements of music in repertoire.	Distinguishing musical preferences from music and cultural judgments (e.g., I like it because; it is good because; it is important because)	Distinguishing musical preferences from music and peer group judgments.	Distinguishing musical preferences from music and peer group judgments.
		,		(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)

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