

# Music



**MUSIC**




# K-8 General Music





| Artistic Process  | Anchor Standard  | Enduring Understanding  | Essential Question   |
|---|--|---|--|
| <p><b>Cr</b></p> <p><b>Creating</b></p> <p>Conceiving and developing new artistic ideas and work.</p>                       | <ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>  | <ol style="list-style-type: none"> <li>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>3.               <ol style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ol> </li> </ol>  | <ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How do musicians make creative decisions?</li> <li>3.               <ol style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ol> </li> </ol>  |
| <p><b>Pr</b></p> <p><b>Performing</b></p> <p>Realizing artistic ideas and work through interpretation and presentation.</p> | <ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for performance.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol> | <ol style="list-style-type: none"> <li>4.               <ol style="list-style-type: none"> <li>a. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>b. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>c. Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ol> </li> <li>5. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>6. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> </ol> | <ol style="list-style-type: none"> <li>4.               <ol style="list-style-type: none"> <li>a. How do performers select repertoire?</li> <li>b. How does understanding the structure and context of musical works inform performance?</li> <li>c. How do performers interpret musical works?</li> </ol> </li> <li>5. How do musicians improve the quality of their performance?</li> <li>6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ol> |
| <p><b>Re</b></p>  | <ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> </ol>   | <ol style="list-style-type: none"> <li>7.               <ol style="list-style-type: none"> <li>a. Individuals' selection of musical works is influenced by their interests, experiences,</li> </ol> </li> </ol>   | <ol style="list-style-type: none"> <li>7.               <ol style="list-style-type: none"> <li>a. How do individuals choose music to experience?</li> </ol> </li> </ol>  |

|  |  |  |  |
|--|--|--|--|
| <p><b>Responding</b></p> <p>Understanding and evaluating how the arts convey meaning.</p>                              | <p>8. Interpret intent and meaning in artistic work.</p> <p>9. Apply criteria to artistic work.</p>  | <p>understandings, and purposes.</p> <p>b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>b. How does understanding the structure and context of music inform a response?</p> <p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> |
| <p><b>Cn</b></p> <p>Connecting</p> <p>Relating artistic ideas and work with personal meaning and external context.</p> | <p>10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> | <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>11. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>   | <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>                     |


|              | Creating   | Performing   | Responding  | Connecting   |
|--------------|--|--|---|--|
| Kindergarten | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. With appropriate <b>guidance, explore</b>, experience, and improvise musical concepts (e.g., <b>beat, melodic contour</b>).</p> <p>b. With appropriate <b>guidance, explore</b> musical features (e.g., <b>movement, vocalizations</b>, or instrumental accompaniments).</p>                                | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. With appropriate <b>guidance, demonstrate</b> and state personal interest in varied musical selections.</p> <p>b. With appropriate <b>guidance, explore</b> and <b>demonstrate</b> musical contrasts of music selected for performance (e.g., high/low, loud/soft, same/different, fast/slow).</p> <p>c. With appropriate <b>guidance</b>, read and <b>perform</b> rhythmic and <b>melodic patterns</b> using <b>notation</b> (e.g., <b>iconic notation</b>).</p> <p>d. With appropriate <b>guidance, explore</b> musical concepts (e.g., voice quality, <b>movement, dynamics, tempo, melodic contour</b>).</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, list personal musical interests.</p> <p>b. With appropriate <b>guidance, demonstrate</b> musical concepts (e.g., <b>beat, melodic direction</b>).</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. With appropriate <b>guidance</b>, express personal preferences in music.</p> <p>b. With appropriate <b>guidance, explore</b> various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>  |
|              | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. With appropriate <b>guidance, demonstrate</b> and choose favorite <b>musical ideas</b> (e.g., singing and playing instruments).</p> <p>b. With appropriate <b>guidance</b>, organize personal <b>musical ideas</b> using <b>notation</b> (e.g., <b>iconic notation</b> and/or recording technology).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine</b> performances (e.g., technique and stage presence).</p> <p>b. With appropriate <b>guidance</b>, use suggested strategies in rehearsal to improve <b>expression</b> in music.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, identify expressive attributes that reflect <b>creators’/performers’ expressive intent</b> (e.g., <b>mood, emotion</b>).</p>               | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. With appropriate <b>guidance, explore</b> relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. With appropriate <b>guidance, explore</b> how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform a performance.</p> |
|              | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, peer, and teacher feedback in refining personal <b>musical ideas</b>.</p> <p>b. With appropriate <b>guidance, demonstrate</b> a final version of personal or collective <b>musical ideas</b> to peers.</p>  | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. With appropriate <b>guidance, perform</b> music with <b>expression</b> (e.g., tone, <b>tempo</b>).</p> <p>b. <b>Perform</b> appropriately for the audience and occasion.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply <b>teacher-provided criteria</b> to evaluate musical works and performances.</p>  |   |


|                | Creating   | Performing   | Responding   | Connecting   |
|----------------|--|--|--|--|
| <b>Grade 1</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. With appropriate <b>guidance</b>, explore, experience, and improvise musical concepts (e.g., <b>beat</b>, <b>melodic contour</b>).</p> <p>b. With appropriate <b>guidance</b>, <b>explore</b> musical features (e.g., <b>movement</b>, <b>vocalizations</b>, musical instrument accompaniments).</p>            | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. With appropriate <b>guidance</b>, <b>demonstrate</b> and state personal interest in varied musical selections (e.g., knowledge, <b>purpose</b>).</p> <p>b. With appropriate <b>guidance</b>, <b>demonstrate</b> knowledge of musical concepts in music from a variety of <b>cultures</b> selected for performance (e.g., <b>beat</b>, <b>melodic contour</b>).</p> <p>c. With appropriate <b>guidance</b>, read and <b>perform</b> rhythmic and melodic patters using <b>notation</b> (e.g., traditional <b>notation</b>).</p> <p>d. <b>Explore</b> and describe musical concepts (e.g., voice quality, <b>movement dynamics</b>, <b>tempo</b>, <b>melodic contour</b>).</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, list personal musical interests.</p> <p>b. With appropriate <b>guidance</b>, <b>demonstrate</b> musical concepts in various styles of music (e.g., <b>beat</b>, <b>pitch</b>).</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. With appropriate <b>guidance</b>, express personal preferences in music.</p> <p>b. With appropriate <b>guidance</b>, <b>explore</b> various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>   |
|                | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. With appropriate <b>guidance</b>, <b>demonstrate</b> and choose favorite <b>musical ideas</b> (e.g., singing, playing instruments).</p> <p>b. With appropriate <b>guidance</b>, organize personal <b>musical ideas</b> using <b>notation</b> (e.g., <b>iconic notation</b> and/or recording technology).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, teacher, and peer feedback to <b>refine</b> performance.</p> <p>b. with appropriate <b>guidance</b>, use suggested strategies in rehearsal to address interpretive challenges of music.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, identify expressive attributes that reflect <b>creators'</b>/performers' <b>expressive intent</b> (e.g., <b>dynamics</b>).</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. With appropriate <b>guidance</b>, <b>explore</b> relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. With appropriate <b>guidance</b>, <b>explore</b> how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform a performance.</p> |
|                | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply personal, peer, and teacher feedback in refining personal <b>musical ideas</b>.</p> <p>b. With appropriate <b>guidance</b>, <b>demonstrate</b> a final version of personal or collective <b>musical ideas</b> to peers.</p>   | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, <b>perform</b> music with <b>expression</b> (e.g., <b>dynamics</b>).</p> <p>b. <b>Perform</b> appropriately for the audience and occasion.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. With appropriate <b>guidance</b>, apply <b>teacher-provided criteria</b> to evaluate musical works and performances.</p>   |   |


|         | Creating  | Performing   | Responding   | Connecting   |
|---------|---|--|--|--|
| Grade 2 | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic and <b>melodic patterns</b> and <b>musical ideas</b> (e.g., <b>beat, meter</b>, rhythm).</p> <p>b. With appropriate <b>guidance</b>, generate <b>musical ideas</b> in multiple tonalities (e.g., <b>major, minor, modal</b>, pentatonic) and <b>meters</b> (e.g., duple, triple, simple, compound).</p> | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. With appropriate <b>guidance, demonstrate</b> and state personal interest in varied musical selections.</p> <p>b. <b>Demonstrate</b> knowledge of musical concepts in music from a variety of <b>cultures</b> selected for performance (e.g., <b>meter, tonality</b>).</p> <p>c. Read and <b>perform</b> rhythmic and <b>melodic patterns</b> using <b>notation</b>.</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written response) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. List and explain personal musical interests.</p> <p>b. <b>Demonstrate</b> and identify how specific musical concepts are used in various styles of music (e.g., <b>meter, tonality</b>).</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Express personal preferences in music.</p> <p>b. <b>Explore</b> various uses of music in daily experiences (e.g., songs of celebration, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>   |
|         | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> and explain personal reasons for selecting <b>musical ideas</b> (e.g., patterns, ideas).</p> <p>b. Use <b>notation</b> to document personal or collective <b>musical ideas</b> (e.g., sequencing).</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply personal, teacher, and peer feedback to <b>refine</b> performance.</p> <p>b. With an appropriate level of independence, use suggested strategies in rehearsal to address interpretive challenges of music.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> knowledge of expressive attributes, and how they support <b>creators'/performers' expressive intent</b> (e.g., <b>tempo, dynamics, mood, emotion</b>).</p>     | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. <b>Explore</b> relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. <b>Explore</b> how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform performance.</p> |
|         | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. <b>Interpret</b> and apply personal, peer, and teacher feedback to revise personal music.</p> <p>b. <b>Present</b> a final version of personal or collective <b>musical ideas</b>, utilizing elements of <b>expression</b>, to peers or informal audience.</p>   | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b> and technique (e.g., posture, tone, breath support).</p> <p>b. <b>Perform</b> appropriately for the audience and occasion.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply <b>teacher-provided criteria</b> to evaluate musical works and performances.</p>   |   |


|         | Creating  | Performing   | Responding   | Connecting  |
|---------|---|--|--|---|
| Grade 3 | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic and melodic ideas (e.g., <b>beat</b>, <b>meter</b>, rhythm)</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies) within specified <b>tonality</b> and/or <b>meter</b>.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. <b>Red</b> and <b>perform rhythmic patterns</b> and melodic <b>phrases</b> using <b>notation</b>.</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written response) and how <b>creators</b> use them to convey <b>intent</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Explain how music listening is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music (e.g., personal, social).</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Identify <b>pieces</b> of music that are important to your family.</p> <p>b. <b>Explore</b> various uses of music in daily experiences (e.g., songs of celebrations, game songs, marches, T.V., movie, and video game soundtracks, dance music, work songs).</p>   |
|         | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or composition.</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic and melodic <b>musical ideas</b> (e.g., sequencing).</p>                   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided feedback and <b>collaboratively-developed criteria</b> and feedback to evaluate performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> knowledge of expressive attributes, and how they support <b>creators’/performers’ expressive intent</b>.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. <b>Explore</b> and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform performance.</p> |
|         | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate and revise personal <b>musical ideas</b>.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b> and technique (e.g., mallet placement).</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>   |    |




|         | Creating  | Performing  | Responding  | Connecting  |
|---------|---|---|---|---|
| Grade 4 | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas (e.g., <b>beat</b>, <b>meter</b>, rhythm, <b>harmony</b>, <b>tonality</b>).</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies, simple accompaniment patterns) within related tonalities (e.g., <b>major</b>, <b>minor</b>) and <b>meters</b>.</p> | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written responses) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Explain how music listening is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Identify <b>pieces</b> of music that are important to your family or cultural heritage.</p> <p>b. Describe the roles and impact various music plays in your life and the lives of others.</p>  |
|         | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b>, <b>arrangement</b>, or composition.</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and simple harmonic <b>musical ideas</b> (e.g., chords).</p>                              | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> and describe expressive attributes, and how they support <b>creators</b>’/performers’ <b>expressive intent</b>.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. <b>Explore</b> and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform a performance.</p> |
|         | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate, revise, and document changes in personal <b>musical ideas</b> over time.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p>          | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>  |    |

|         | Creating  | Performing   | Responding  | Connecting  |
|---------|---|--|---|---|
| Grade 5 | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas (e.g., <b>beat</b>, <b>meter</b>, rhythm, <b>harmony</b>, <b>tonality</b>).</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes.</p>    | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopations).</p> <p>d. <b>Demonstrate</b> an understanding of musical concepts (e.g., physical, verbal, written responses) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Explain how music listening is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>contexts</b> affect responses to music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Explain why particular <b>pieces</b> of music are important to your family or cultural heritage.</p> <p>b. Describe the roles and impact various music plays in your life and the lives of others.</p>   |
|         | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b>, <b>arrangements</b>, or compositions.</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and two- or three-chord harmonic <b>musical ideas</b> (e.g., chords).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> and describe expressive attributes, and how they support <b>creators’/performers’ expressive intent</b>.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Describe how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform a performance.</p> |
|         | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from your teacher.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p>                                     | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>  |    |


|         | Creating  | Performing  | Responding  | Connecting   |
|---------|---|---|---|--|
| Grade 6 | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas within a specified <b>form</b> (e.g., <b>AB, ABA, rondo, theme and variations</b>, etc.).</p> <p>b. Generate <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes within a specified <b>form</b>.</p> | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Select</b> music to <b>perform</b> using <b>teacher-provided criteria</b>.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to <b>expressive intent</b> (e.g., <b>context</b>).</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. <b>Demonstrate</b> and explain how musical concepts and <b>context</b> affect responses to music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Explain why particular <b>pieces</b> of music are important to your family or cultural heritage.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>  |
|         | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> selected and developed ideas for <b>improvisations, arrangements</b>, or compositions (e.g., with defined beginning, middle, and ending).</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic, melodic, and two- or three-chord harmonic <b>musical ideas</b> (e.g., chords).</p>              | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. <b>Demonstrate</b> and describe expressive attributes, and <b>context</b>, and how they support <b>creators'/performers' expressive intent</b>.</p>                        | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and describe how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform a performance.</p> |
|         | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from your teacher.</p> <p>b. <b>Present</b> the final version of personally or collectively created music to others and explain your creative process.</p>   | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply teacher-provided and <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>  |   |


|         | Creating  | Performing  | Responding   | Connecting   |
|---------|---|---|--|--|
| Grade 7 | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic <b>phrases</b> within a specified <b>form</b> (e.g., <b>AB, ABA, rondo, theme and variations</b>, etc.).</p> <p>b. Generate coherent <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes within a specified <b>form</b>.</p> | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Select</b> music to <b>perform</b> using <b>teacher-provided criteria</b> and explain reasons for choices.</p> <p>b. <b>Demonstrate</b> understanding of the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to <b>expressive intent</b> in various music.</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. Classify and explain, citing evidence, how musical concepts, design, and <b>contexts</b> affect responses to music (e.g., personal, social).</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Identify examples of how music helps to <b>create</b> a sense of identity, community, and solidarity.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>   |
|         | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> and document selected and developed ideas for <b>improvisations, arrangements, or compositions</b> (e.g., with <b>unity and variety</b>).</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic <b>phrases</b>, melodic <b>phrases</b>, and <b>harmonic sequences</b>.</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. Classify and describe expressive attributes and <b>context</b>, and how they support <b>creators'/performers' expressive intent</b>.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and explain how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform a performance.</p> |
|         | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (e.g., teacher, peers).</p> <p>b. <b>Present</b> the final version of your documented personally or collectively created music to others and explain your creative process and <b>intent</b>.</p>  | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>  |   |

|                | Creating   | Performing   | Responding  | Connecting   |
|----------------|--|--|---|--|
| <b>Grade 8</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b></p> <p>a. Improvise rhythmic, melodic, and harmonic ideas within <b>expanded forms</b> (e.g., introductions, transitions, codas, etc.).</p> <p>b. Generate coherent <b>musical ideas</b> (e.g., rhythms, melodies, accompaniment patterns) within related tonalities, <b>meters</b>, and simple chord changes within a specified <b>form</b>.</p>       | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b></p> <p>a. <b>Select</b> music to <b>perform</b> using <b>personally-developed criteria</b> and explain reasons for choices.</p> <p>b. Compare and contrast the <b>form</b> in music selected for performance.</p> <p>c. Read and <b>perform</b> using <b>notation</b> (e.g., syncopation).</p> <p>d. Explain how interpretation is connected to <b>expressive intent</b> in various music.</p> | <p><b>7. Perceive and Analyze Artistic Work</b></p> <p>a. Compare and contrast your listening preferences with those of others.</p> <p>b. Classify and explain, citing evidence, how musical concepts, design, and <b>contexts</b> affect responses to music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b></p> <p>a. Explain how music helps to <b>create</b> a sense of identity, community, and solidarity.</p> <p>b. Reflect on and discuss the roles and impact various music plays in your life and the lives of others.</p>  |
|                | <p><b>2. Organize and Develop Artistic Ideas and Work</b></p> <p>a. <b>Demonstrate</b> and document selected and developed ideas for <b>improvisations, arrangements,</b> or compositions (e.g., <b>vocal, variety,</b> balance, <b>tension/release</b>).</p> <p>b. Use <b>notation</b> to document personal or collective rhythmic <b>phrases</b>, melodic <b>phrases</b>, and <b>harmonic sequences</b>.</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b></p> <p>a. Apply personally and/or <b>collaboratively-developed criteria</b> and feedback to evaluate personal and <b>ensemble</b> performance.</p> <p>b. With an appropriate level of independence, rehearse to <b>refine</b> technique, <b>expression</b>, and identified performance challenges.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b></p> <p>a. Classify and describe expressive attributes and <b>context</b>, and how they support <b>creators'/performers' expressive intent</b>.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b></p> <p>a. Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts).</p> <p>b. Identify and explain how <b>context</b> (e.g., <b>social, cultural, historical</b>) can inform a performance.</p> |
|                | <p><b>3. Refine and Complete Artistic Work</b></p> <p>a. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (e.g., teacher, peers).</p> <p>b. <b>Present</b> the final version of your documented personally or collectively created music to others and explain your creative process and <b>intent</b>.</p>                               | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b></p> <p>a. <b>Perform</b> music with appropriate <b>expression</b>, technique, and interpretation.</p> <p>b. <b>Demonstrate</b> performance and audience decorum appropriate for the occasion.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b></p> <p>a. Apply personally and/or <b>collaboratively-developed criteria</b> to evaluate musical works and performances.</p>   |   |


# Harmonizing Instruments





|               | Creating   | Performing  | Responding  | Connecting   |
|---------------|--|---|---|--|
| <b>Novice</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for simple melodies (e.g., two-phase) and chordal accompaniments for given melodies.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Describe and <b>demonstrate</b> how a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments is selected based on personal interest, music reading skills, and technical skill, as well as the <b>context</b> of the <b>performances</b>.<br/>                     b. Identify prominent melodic and harmonic characteristics in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments selected for <b>performance</b>, including some based on reading <b>standard notation</b>.<br/>                     c. <b>Demonstrate</b> and describe in <b>interpretations</b> an understanding of the <b>context</b> and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. <b>Demonstrate</b> and describe reasons for selecting music, based on characteristics found in the music and connections to interest, <b>purpose</b>, or personal experience.<br/>                     b. <b>Demonstrate</b> and explain, citing evidence, the use of repetition, similarities, and contrasts in musical selections and how these and knowledge of the <b>context</b> (<b>social</b> or <b>cultural</b>) inform the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Identify and discuss the roles and impact music plays in your life and the lives of others.<br/>                     b. Identify reasons for selecting music based on connection to interest, and <b>purpose</b> or <b>context</b>.</p>   |
|               | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (e.g., two-phase) and chordal accompaniments for given melodies.</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Apply teacher-provided <b>criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments selected for <b>performance</b>, and apply practice strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Identify <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, referring to the <b>elements of music</b>, <b>context</b> (personal or social) and (when appropriate) the <b>setting of the text</b>.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Identify and explain how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p> |
|               | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Apply teacher-provided <b>criteria</b> to critique, improve, and <b>refine</b> drafts of simple melodies (e.g., two-<b>phrase</b>) and chordal accompaniments for given melodies.<br/>                     b. <b>Share</b> final versions of simple melodies (e.g., two-phase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments, demonstrating understanding of the audience and the <b>context</b>.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Identify and describe how interest, experiences, and <b>contexts</b> (personal or social) effect the evaluation of music.</p>   |    |

|                     | Creating   | Performing   | Responding  | Connecting  |
|---------------------|--|--|---|---|
| <b>Intermediate</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified <b>chord progressions</b> or ABA/ABA forms) and two- to three-chord accompaniments for given melodies.</p>  | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Describe and <b>demonstrate</b> how a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments is selected based on personal interest, music reading skills, and technical skill (citing <b>technical challenges</b> that need to be addressed), as well as the <b>context</b> of the <b>performances</b>.<br/>                     b. Identify prominent melodic, harmonic, and structural characteristics and <b>context</b> (social, cultural, or historical) in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments selected for <b>performance</b>, including some based on reading <b>standard notation</b>.<br/>                     c. <b>Demonstrate</b> and describe in <b>interpretations</b> an understanding of the <b>context</b> (social, cultural, or historical) and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, <b>purpose</b>, and <b>context</b>.<br/>                     b. Describe how the way that the <b>elements of music</b> are manipulated, and knowledge of the <b>context</b> (social and cultural) inform the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Identify and explain the roles and impact music plays in your life and the lives of others.<br/>                     b. Explain reasons for selecting music based on connections to interest, and <b>purpose</b> or <b>context</b>.</p>  |
|                     | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified <b>complex form</b> of AB/ABA forms) and two- to three-chord accompaniments for given melodies.</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Apply teacher-provided <b>criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments selected for <b>performance</b>, and identify practice strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Identify and support <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b>, <b>context</b>, and (when appropriate) the <b>setting of the text</b>.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Identify and explain how <b>context</b> (e.g., social, cultural, historical) can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p> |
|                     | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Apply teacher-provided <b>criteria</b> to critique, improve, and <b>refine</b> drafts of melodies (created over specified <b>chord progressions</b> of AB/ABA forms) and two- to three-chord accompaniments for given melodies.<br/>                     b. <b>Share</b> final versions of melodies (created over specified <b>chord progressions</b> of AB/ABA forms) and two- to three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments, demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> (social, cultural, or historical).</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Explain the influence of experiences and <b>contexts</b> (personal, social, or cultural) on interest in and the evaluation of a varied <b>repertoire</b> of music.</p>  |   |



|                      | Creating   | Performing   | Responding  | Connecting  |
|----------------------|--|--|---|---|
| <b>HS Proficient</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Explain the <b>criteria</b> used when selecting a varied <b>repertoire</b> of music for individual or small group <b>performances</b> that includes melodies, <b>repertoire pieces, improvisations</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).<br/>                     b. Identify and describe important theoretical and structural characteristics and <b>context (social, cultural, or historical)</b> in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).<br/>                     c. Describe in <b>interpretations</b> an understanding of the <b>context (social, cultural, or historical)</b> and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply <b>criteria</b> to <b>select</b> music for specified <b>purposes</b>, supporting choices by citing characteristics found in the music and connections to interest, <b>purpose</b>, and <b>context</b>.<br/>                     b. Compare passages in musical selections and explain how the <b>elements of music and context (social and cultural)</b> inform the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, <b>performing</b>, and <b>responding</b> to music.<br/>                     b. Apply <b>criteria</b> to <b>select</b> music for specified <b>purposes</b>, supporting choices by citing connections to interest, <b>purpose</b>, and <b>context</b>.</p> |
|                      | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).</p>  | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces, improvisations</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns), and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Explain and support <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music, context (personal, social, and cultural)</b>, and (when appropriate) the <b>setting of the text</b>.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Explain and <b>analyze</b> how <b>context</b> can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Explain and <b>analyze</b> how music is affected by your knowledge outside the arts.</p>   |
|                      | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).<br/>                     b. <b>Perform</b> final versions of <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns), demonstrating technical skill in applying principles of <b>composition/improvisation</b> and originality in developing and organizing musical ideas.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments (e.g., arpeggio, country strumming, finger picking patterns), demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context (social, cultural, or historical)</b>.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Develop and apply teacher-provided and <b>established criteria</b> based on personal preference, <b>analysis</b>, and <b>context (personal, social, and cultural)</b> to evaluate individual and small group musical listening.</p>   |    |

|                        | Creating   | Performing   | Responding  | Connecting   |
|------------------------|--|--|---|--|
| <b>HS Accomplished</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies.</p>  | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for individual and small group <b>performances</b> that include melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.<br/>                     b. Identify and describe important theoretical and structural characteristics and <b>context</b> (<b>social</b>, <b>cultural</b>, <b>historical</b>) in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.<br/>                     c. Explain in <b>interpretations</b> an understanding of the <b>context</b> (<b>social</b>, <b>cultural</b>, or <b>historical</b>) and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of <b>styles</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply <b>criteria</b> to <b>select</b> music for a variety of <b>purposes</b>, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b>.<br/>                     b. Explain how the <b>analysis</b> of the <b>structures</b> and <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>) of contrasting musical selections inform the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, performing, and responding to music.<br/>                     b. Apply <b>criteria</b> to <b>select</b> music for a variety of <b>purposes</b>, justifying choices citing knowledge of the specified <b>purpose</b> and <b>context</b>.</p> |
|                        | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies.</p>  | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>, and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Explain and support <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, citing evidence the treatment of the <b>elements of music</b>, <b>context</b> (<b>personal</b>, <b>social</b>, and <b>cultural</b>), and (when appropriate) the <b>setting of the text</b> and varied researched sources.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. <b>Analyze</b> how <b>context</b> can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. <b>Analyze</b> how music is affected by your knowledge outside the arts.</p>  |
|                        | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies.<br/>                     b. <b>Perform</b> final versions of (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies, demonstrating technical skill in applying principles of <b>composition/improvisation</b> and originality in developing and organizing musical ideas.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments, demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>).</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Apply <b>personally-developed</b> and <b>established criteria</b> based on research, personal preference, <b>analysis</b>, <b>interpretation</b>, expressive <b>intent</b>, and musical qualities to evaluate contrasting individuals and small group musical selections for listening.</p>   |    |

|                    | Creating  | Performing   | Responding  | Connecting   |
|--------------------|---|--|---|--|
| <b>HS Advanced</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for a collection of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies.</p>  | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for individual and small group <b>performances</b> that include melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.<br/>                     b. Identify and describe important theoretical and structural characteristics and <b>context</b> (<b>social, cultural, historical</b>) in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.<br/>                     c. Explain in <b>interpretations</b> an understanding of the <b>context</b> (<b>social, cultural, or historical</b>) and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of <b>styles</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply <b>criteria</b> to <b>select</b> music for a variety of <b>purposes</b>, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b>.<br/>                     b. Explain how the <b>analysis</b> of the <b>structures</b> and <b>context</b> (<b>social, cultural, and historical</b>) of contrasting musical selections inform the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, performing, and responding to music.<br/>                     b. Apply <b>criteria</b> to <b>select</b> music for a variety of <b>purposes</b>, justifying choices citing knowledge of the specified <b>purpose</b> and <b>context</b>.</p> |
|                    | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies.</p>  | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>, and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Explain and support <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, citing evidence the treatment of the <b>elements of music, context</b> (<b>personal, social, and cultural</b>), and (when appropriate) the <b>setting of the text</b> and varied researched sources.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. <b>Analyze</b> how <b>context</b> can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. <b>Analyze</b> how music is affected by your knowledge outside the arts.</p>  |
|                    | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies<br/>                     b. <b>Perform</b> final versions of a collection of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies, demonstrating technical skill in applying principles of <b>composition/improvisation</b> and originality in developing and organizing musical ideas.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments, demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> (<b>social, cultural, and historical</b>).</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Apply <b>personally-developed</b> and <b>established criteria</b> based on research, personal preference, <b>analysis, interpretation</b>, expressive <b>intent</b>, and musical qualities to evaluate contrasting individuals and small group musical selections for listening.</p>  |    |

**Foundational Skills: Creating**

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 1-3. The italicized foundational skill denotes skills that are the same as the previous level.

|                      | <b>Novice</b>  | <b>Intermediate</b>   | <b>HS Proficient</b>  | <b>HS Accomplished</b>  | <b>HS Advanced</b>  |
|----------------------|--|---|---|---|---|
| <b>Improvisation</b> | Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 4 measures.   | <i>Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 4 measures.</i>   | Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 8 measures.          | Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 12 measures.         | Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 24 measures.         |
|                      | Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.                                | <i>Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</i>                                | Perform simple improvised melodies within an appropriate harmonic structure.  | Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.                              | <i>Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.</i>                       |
| <b>Composition</b>   | Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.            | <i>Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.</i>            | Use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument.                   | Use standard notation and audio record composition that is a minimum of 8 measures and is written for the student's own instrument.                   | Use standard notation and audio record composition that is a minimum of 16 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.                                | <i>Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</i>                                | Explain and demonstrate how compositional choices (e.g., changing musical elements within a given song) effect the song.                              | <i>Explain and demonstrate how compositional choices (e.g., changing musical elements within a given song) effect the song.</i>                       | <i>Explain and demonstrate how compositional choices (e.g., changing musical elements within a given song) effect the song.</i>                       |
|                      | Replace or change some of the note values and/or pitches in composing a variation of a theme.  | Replace or change some of the note values and/or pitches in composing a variation of a theme.   | Transpose, arrange, and/or transcribe music.  | Arrange short sections of a song using standard notation and a variety of musical elements.   | <i>Arrange short sections of a song using standard notation and a variety of musical elements.</i>  |
|                      | Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software). | <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i> | <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i> | <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i> | <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i> |

**Foundational Skills: Performing**

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Rigor increases as skills are applied to a leveled progression of repertoire.

|  | <b>Novice</b>  | <b>Intermediate</b>   | <b>HS Proficient</b>   | <b>HS Accomplished</b>  | <b>HS Advanced</b>  |
|--|--|---|--|---|---|
| <b>Application to Instrument (AI)</b>                  | Maintain a steady beat, with auditory assistance, while playing, individually and with others, the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meter. | Maintain a steady beat, with auditory assistance, while playing, individually and with others, sixteenth note and rest values, corresponding dotted notes, and elementary syncopation in simple meters. | Maintain a steady beat, with visual assistance, while playing, individually and with others, note and rest values in simple and complex meters as encountered in the repertoire. | Maintain a steady beat, without eternal assistance, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire. | Maintain a steady beat, recognizing the macro and micro beat, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire. |
|  | Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names).   | <i>Utilize musical symbols encountered in the repertoire.</i>   | <i>Utilize musical symbols encountered in the repertoire.</i>  | <i>Utilize musical symbols encountered in the repertoire.</i>   | <i>Utilize musical symbols encountered in the repertoire.</i>   |
|  | Perform fluently with key signature and accidental encountered in the repertoire.  | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>  | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>   | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>  | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>  |
|  | Chords:<br>Guitar (e.g., major and minor chords in 1 <sup>st</sup> position)<br>Piano (e.g., I-V6/5 chords in left hand in 3#’s-3b’s major)  | Chords:<br>Guitar (e.g., V7 chords in 1 <sup>st</sup> through 3 <sup>rd</sup> position(s))<br>Piano (e.g., I-IV-V6/5-I6 in left hand in 3#’s-3b’s major)  | Chords:<br>Guitar (e.g., major, minor, V7, and barre).<br>Piano (e.g., I-IV-V6/5-I6 in both hands in 3#’s-3b’s major)  | Chords:<br>Guitar (e.g., diminished and augmented)<br>Piano (e.g., diminished and minor 3#’s-3b’s).   | Chords:<br>Guitar (e.g., all chords, multiple voicing)<br>Piano (e.g., all chords)  |
|  | 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).  | <i>Respond to basic conducting cues (e.g., tempo, dynamics).</i>  | Respond to basic conducting cues (e.g., phrasing, expression).   | Respond to basic conducting cues (e.g., multi-meter).   | Conduct an ensemble with appropriate gestures, tempo, expression, and cuing.  |
|  | Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.   | <i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>   | <i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>  | <i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>   | <i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>   |
|  | Individually perform repertoire that includes music in two parts (e.g., accompaniment and melody).   | <i>Individually perform repertoire that includes music in two parts (e.g., accompaniment and melody).</i>   | Individually perform repertoire that includes two voices (contrapuntal texture).   | Perform repertoire that includes two voices (contrapuntal texture).   | Individually perform repertoire that includes two active voices (counterpoint).   |
|  | Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.   | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>   | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>  | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>   | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>   |
|  | Utilize basic characteristic tone.   | Utilize basic characteristic tone with greater stability.   | <i>Utilize basic characteristic tone with greater stability.</i>   | <i>Utilize basic characteristic tone with greater stability.</i>  | Perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound.  |
|  | Utilize proper hand positions and posture.   | <i>Utilize proper hand positions and posture.</i>   | <i>Utilize proper hand positions and posture.</i>  | <i>Utilize proper hand positions and posture.</i>   | <i>Utilize proper hand positions and posture.</i>   |
|  | Perform with awareness of intonation (e.g., guitar) and ensemble.  | Perform with awareness of intonation (e.g., guitar) and ensemble, balance, and blend.   | Perform with emerging accurate intonation (e.g., guitar) and ensemble, balance, and blend in support of the ensemble.  | Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.   | <i>Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.</i>  |
|  | Tune with teacher assistance.  | Tune with teacher guidance.   | Tune instrument to a given pitch and adjust to match pitch. Develop awareness of tuning to self and others.  | Tune instrument a given pitch and adjust to match pitch. Demonstrate a consistent ability to tune to self and others.   | Tune to chords with an understanding for the importance of their pitch within the chord structure.  |
|  | Perform literature from memory.  | <i>Perform literature from memory.</i>  | <i>Perform literature from memory.</i>   | <i>Perform literature from memory.</i>  | <i>Perform literature from memory.</i>  |
| Demonstrate proper care and maintenance of instrument. | <i>Demonstrate proper care and maintenance of instrument.</i>  | Demonstrate proper care and maintenance of instrument.  | Demonstrate proper care and maintenance of instrument.   | Demonstrate proper care and maintenance of instrument.  |   |

**Foundational Skills: Performing**

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

|   | <b>Novice</b>   | <b>Intermediate</b>   | <b>HS Proficient</b>  | <b>HS Accomplished</b>  | <b>HS Advanced</b>  |
|---|---|---|---|---|---|
|   | Identify and describe ...   | Identify and describe ...   | Identify, describe, and explain ...   | Identify, describe, explain, and analyze ...  | Identify, describe, explain, analyze, and interpret ...   |
| <b>Perform - Reflect on Understanding (PRU)</b> | Musical symbols encountered in repertoire (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). | <i>Musical symbols encountered in repertoire.</i>   | <i>Musical symbols encountered in repertoire.</i>   | <i>Musical symbols encountered in repertoire.</i>   | <i>Musical symbols encountered in repertoire.</i>   |
|   | Steps and skips.  | <i>Steps and skips.</i>   | Intervals and chord structures.   | <i>Intervals and chord structures.</i>  | <i>Intervals and chord structures.</i>  |
|   | Key and time signatures.  | <i>Key and time signatures.</i>   | Function of key and time signatures.  | <i>Function of key and time signatures.</i>   | <i>Function of key and time signatures.</i>   |
|   | Simple musical forms and characteristics.   | <i>Simple musical forms and characteristics.</i>  | <i>Simple musical forms and characteristics.</i>  | <i>Simple musical forms and characteristics.</i>  | Synthesize characteristics of musical structure into performance practice.                              |
|   | Elements of music (e.g., melody)  | <i>Elements of music.</i>   | <i>Elements of music.</i>   | <i>Elements of music.</i>   | <i>Elements of music.</i>   |
|   | Student's role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble.   | <i>Student's role within their ensemble.</i>  | <i>Student's role within their ensemble.</i>  | <i>Student's role within their ensemble.</i>  | <i>Student's role within their ensemble.</i>  |
|   | Relationships between mathematics as it occurs in the repertoire.   | <i>Relationships between mathematics as it occurs in the repertoire.</i>                                | <i>Relationships between mathematics as it occurs in the repertoire.</i>                                | <i>Relationships between mathematics as it occurs in the repertoire.</i>                                | <i>Relationships between mathematics as it occurs in the repertoire.</i>                                |
|   | One's own physical mechanics and skill level essential to playing the repertoire.   | <i>One's own physical mechanics and skill level essential to playing the repertoire.</i>                | <i>One's own physical mechanics and skill level essential to playing the repertoire.</i>                | <i>One's own physical mechanics and skill level essential to playing the repertoire.</i>                | <i>One's own physical mechanics and skill level essential to playing the repertoire.</i>                |
|   | Adjusting to the acoustic properties and the effect on the performers and the performance space.  | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i> | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i> | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i> | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i> |

**Foundational Skills: Responding**

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 7-9. The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

|   | <b>Novice</b>  | <b>Intermediate</b>   | <b>HS Proficient</b>  | <b>HS Accomplished</b>  | <b>HS Advanced</b>  |
|---|--|---|---|---|---|
| <b>Respond – Reflect on Understanding (RRU)</b> | 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.                               | <i>The compositional and stylistic elements that differentiate various musical genres.</i>                        | 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 appropriate for a specific event or function.                                     | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>                   | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>           | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>           | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>                                   |
|   | Their preference for specific musical works and styles.  | <i>Their preference for specific musical works and styles.</i>  | Special characteristics that make a piece of music appropriate for a specific event or function.                  | <i>Special characteristics that make a piece of music appropriate for a specific event or function.</i>           | Defend their preference for specific musical works or styles using specific musical characteristics.                                      |
|   | Select elements of music.  | Elements of music most prominent repertoire.  | <i>Elements of music most prominent repertoire.</i>   | <i>Elements of music most prominent repertoire.</i>   | <i>Elements of music most prominent repertoire.</i>   |
|   | How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.                           | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>         | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i> | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i> | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>                         |
|   | Use appropriate terminology to describe and explain music.   | <i>Use appropriate terminology to describe and explain music.</i>   | <i>Use appropriate terminology to describe and explain music.</i>   | <i>Use appropriate terminology to describe and explain music.</i>   | <i>Use appropriate terminology to describe and explain music.</i>   |
|   | Use teacher specified criteria to evaluate a musical performance.  | Use teacher or student specified criteria to evaluate a musical performance.  | Use student specified criteria to evaluate a musical performance.   | Musical experiences orally and in writing with appropriate critique and terminology.                              | <i>Musical experiences orally and in writing with appropriate critique and terminology.</i>   |
|   | Show respect for personal work and the work of others through appropriate critique.  | <i>Show respect for personal work and the work of others through appropriate critique.</i>                                | <i>Show respect for personal work and the work of others through appropriate critique.</i>                        | <i>Show respect for personal work and the work of others through appropriate critique.</i>                        | <i>Show respect for personal work and the work of others through appropriate critique.</i>  |
|   | Evaluate the effect of audience and performers' behavior on the performance.   | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>                                       | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>                               | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>                               | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>   |

**Foundational Skills: Connecting**

The specific guidelines that the teacher provides for connecting and social/historical context should include the foundational skills below in support of meeting Anchor Standards 10-11.


The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.


|   | <b>Novice</b>  | <b>Intermediate</b>  | <b>HS Proficient</b>   | <b>HS Accomplished</b>   | <b>HS Advanced</b>   |
|---|--|--|--|--|--|
| <b>Connect – Reflect on Understanding (CRU)</b> | Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.   | <i>Identify the context the piece being performed.</i>   | Describe the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.   | <i>Describe the context in which the composer wrote the piece being performed.</i>   | <i>Describe the context in which the composer wrote the piece being performed.</i>   |
|   | Recognize composers' motivations for creating the music being performed by the students.   | <i>Recognize composers' motivations for creating the music being performed by the students.</i>  | <i>Recognize composers' motivations for creating the music being performed by the students.</i>  | <i>Recognize composers' motivations for creating the music being performed by the students.</i>  | <i>Recognize composers' motivations for creating the music being performed by the students.</i>  |
|   | <i>Where new concepts are introduced in these standards with no explicit preparation at the earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed.</i> |  | Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.  | <i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>   | <i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>   |
|   | Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.  | <i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i> | <i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i> | <i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i> | <i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i> |
|   | Understand the connections between music and other content areas as encountered in the repertoire, including text settings.  | <i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>   | <i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>   | <i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>   | <i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>   |
|   | Identify their preference for specific musical works and styles.   | <i>Identify their preference for specific musical works and styles.</i>  | Distinguish specific musical characteristics that influence their preference for specific musical works and styles.  | <i>Distinguish specific musical characteristics that influence their preference for specific musical works and styles.</i>   | Distinguish musical preferences from music and peer group judgements.  |
|   | Elements of music.   | Elements of music in repertoire.   | Distinguish musical preferences from music and cultural judgements (e.g., I like because ___, It is good because ___, It is important because ___).  | Distinguish musical preferences from music and peer group judgements.  | <i>Distinguish musical preferences from music and peer group judgements.</i>   |
|   | Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.  | <i>Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>   | Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.  | <i>Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>   | Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.  |
|   | Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.   | <i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>  | <i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>  | <i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>  | <i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>  |





# Performing Ensembles


The title "Performing Ensembles" is centered at the top in a white, sans-serif font. Below the text, there are three horizontal, wavy lines in blue, orange, and red, which separate the header from the main white content area.

|               | Creating   | Performing  | Responding   | Connecting  |
|---------------|--|---|--|---|
| <b>Novice</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Compose and improvise melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Select <b>repertoire</b> to study/<b>perform</b> based on interest, music reading and <b>performing/technical abilities</b>.<br/>                     b. Use <b>repertoire</b> to <b>demonstrate</b> a developing understanding of various musical structure and <b>context</b> in <b>repertoire</b> performed.</p>   | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Identify reasons for selecting music based on characteristics found in the music.<br/>                     b. Identify how the use of repetition, similarities, and contrasts inform the <b>respond</b> to music.</p>                            | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Identify and discuss the roles and impact music plays in your life and the lives of others.<br/>                     b. Identify reasons for selecting music based on <b>connection</b> to interest, and <b>purpose</b> or <b>context</b>.</p>   |
|               | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Develop melodic and rhythmic ideas or <b>motives</b> that <b>demonstrate</b> understanding of characteristic(s) of music or text(s) studied in rehearsal.<br/>                     b. Preserve draft <b>compositions</b> and improvisations through audio or video recording and through <b>standard notation</b> (using notating in a manner consistent with the <b>genre</b> and with the appropriate skill connected with the level).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Use self-reflection to identify <b>technical challenges</b> in a varied <b>repertoire</b> of music.<br/>                     b. Use peer feedback to <b>refine</b> individual and <b>ensemble</b> performances of a varied <b>repertoire</b> of music.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, referring to the <b>elements of music, context</b> (personal or social) and (when appropriate) the <b>setting of the text</b>.</p> | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Identify and explain how <b>context</b> (e.g., social, cultural, historical) can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p> |
|               | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Evaluate and <b>refine</b> draft <b>compositions</b> and improvisations based on knowledge, skill, and <b>teacher-provided criteria</b>.<br/>                     b. <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> individually or as an <b>ensemble</b> that <b>demonstrate</b> understanding of characteristics of music or texts studied in rehearsal.</p>  | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. Identify <b>technical accuracy</b> in prepared and improvised performances of a varied <b>repertoire</b> of music.<br/>                     b. Identify <b>expressive qualities</b> in prepared and improvised performances of a varied <b>repertoire</b> of music.<br/>                     c. <b>Demonstrate</b> an awareness of the <b>context</b> of the music through prepared performances.</p> | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Identify and describe the effect of interest, experiences, <b>analysis</b>, and <b>context</b> on the evaluation of music.</p>   |    |

|              | Creating  | Performing   | Responding  | Connecting  |
|--------------|---|--|---|---|
| Intermediate | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Compose and improvise ideas for melodies and <b>rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Select <b>repertoire</b> to study/<b>perform</b> based on interest, music reading and <b>performing/technical</b> abilities.<br/>                     b. Use <b>repertoire</b> to <b>demonstrate</b> a developing understanding of various musical structure and <b>context</b> in <b>repertoire</b> performed.</p>  | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Explain reasons for selecting music citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.<br/>                     b. Describe how the <b>elements of music</b> are manipulated, and knowledge of the <b>context</b> inform the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Identify and explain the roles and impact music plays in your life and the lives of others.<br/>                     b. Explain reasons for selecting music citing <b>connection</b> to interest, <b>purpose</b>, and <b>context</b>.</p>  |
|              | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Develop melodies and <b>rhythmic passages</b> that <b>demonstrate</b> understanding of characteristic(s) of music or text(s) studied in rehearsal.<br/>                     b. Preserve draft <b>compositions</b> and improvisations through audio or video recording and through <b>standard notation</b> (using notating in a manner consistent with the <b>genre</b> and with the appropriate skill connected with the level).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop strategies to address <b>technical challenges</b> in a varied <b>repertoire</b> of music.<br/>                     b. Use feedback from <b>ensemble</b> peers and other sources to <b>refine</b> performances.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Identify and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b>, citing as evidence the treatment of the <b>elements of music, context</b>, and (when appropriate) the <b>setting of the text</b>.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Identify and explain how <b>context</b> (e.g., social, cultural, historical) can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p> |
|              | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Evaluate and <b>refine</b> draft <b>compositions</b> and improvisations based on knowledge, skill, and <b>collaboratively-developed criteria</b>.<br/>                     b. <b>Share</b> personally developed melodies and <b>rhythmic passages</b> individually or as an <b>ensemble</b> that <b>demonstrate</b> understanding of characteristics of music or texts studied in rehearsal.</p>   | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Demonstrate</b> attention to <b>technical accuracy</b> in prepared and improvised performances of a varied <b>repertoire</b> of music representing diverse <b>cultures</b> and <b>styles</b>.<br/>                     b. <b>Demonstrate</b> attention to <b>expressive qualities</b> in prepared and improvised performances of a varied <b>repertoire</b> of music representing diverse <b>cultures</b> and <b>styles</b>.<br/>                     c. <b>Demonstrate</b> an awareness of the <b>context</b> of the music through prepared performances</p> | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Explain the influence of experiences, <b>analysis</b>, and <b>context</b> on interest in and the evaluation of music.</p>   |    |

|                      | Creating  | Performing  | Responding   | Connecting   |
|----------------------|---|---|--|--|
| <b>HS Proficient</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Compose and improvise ideas for melodies and <b>rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Explain the <b>criteria</b> used in selecting the <b>repertoire</b> to study/<b>perform</b> based on interest, music reading, and <b>performing</b>/technical abilities.<br/>                     b. Use <b>repertoire</b> to <b>demonstrate</b> a developing understanding of various musical structure and <b>context</b> in <b>repertoire</b> performed.</p>   | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply <b>criteria</b> to select music for specified <b>purposes</b>, supporting choices by citing characteristics found in the music.<br/>                     b. Explain how the <b>analysis</b> of passages and understanding the way the <b>elements of music</b> are manipulated inform the response to music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, <b>performing</b>, and <b>responding</b> to music.<br/>                     b. Apply <b>criteria</b> to select music for specified <b>purposes</b>, supporting choices citing <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</p> |
|                      | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Develop melodies and <b>rhythmic passages</b> that <b>demonstrate</b> understanding of characteristic(s) of music or text(s) studied in rehearsal.<br/>                     b. Preserve draft <b>compositions</b> and improvisations through audio or video recording and through <b>standard notation</b> (using notating in a manner consistent with the <b>genre</b> and with the appropriate skill connected with the level).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop strategies to address technical and expressive challenges in a varied <b>repertoire</b> of music and other sources to <b>refine</b> performances.<br/>                     b. Use feedback from <b>ensemble</b> peers and other sources to <b>refine</b> performances.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music, context</b> and (when appropriate) the <b>setting of the text</b>.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Explain and analyze how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Explain and analyze how music is affected by your knowledge outside the arts.</p>  |
|                      | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Evaluate and <b>refine</b> draft <b>compositions</b> and improvisations based on knowledge, skill, and <b>collaboratively-developed criteria</b>.<br/>                     b. <b>Share</b> personally developed melodies and <b>rhythmic passages</b> individually or as an <b>ensemble</b> that <b>demonstrate</b> understanding of characteristics of music or texts studied in rehearsal.</p>   | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Demonstrate</b> attention to <b>technical accuracy</b> in prepared and improvised performances of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles</b>, and genres.<br/>                     b. <b>Demonstrate</b> attention to <b>expressive qualities</b> in prepared and improvised performances of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles</b>, and genres.<br/>                     c. <b>Demonstrate</b> an understanding of <b>expressive intent</b> by connecting with an audience through prepared performances.</p> | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Evaluate works and performances based on personally- or <b>collaboratively-developed criteria</b>, including <b>analysis</b> of the structure and <b>context</b>.</p>  |   |

|                        | Creating   | Performing  | Responding  | Connecting  |
|------------------------|--|---|---|---|
| <b>HS Accomplished</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Compose and improvise ideas for <b>arrangements, sections, and short compositions</b> for specified <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Apply previously <b>established criteria</b> used in selecting the <b>repertoire</b> to study/<b>perform</b> based on interest, music reading, and <b>performing</b> technical abilities.<br/>                     b. Based on an understanding of the theoretical and structural characteristics of music, select a varied <b>repertoire</b> of music to study/<b>perform</b>.<br/>                     c. <b>Demonstrate</b> how understanding of the <b>style, genre, and context</b> of a varied <b>repertoire</b> of music influences prepared and improvised performances as well as your technical ability to connect with the audience.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply <b>criteria</b> to select music for a variety of <b>purposes</b>, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b>.<br/>                     b. Explain how the <b>analysis</b> of the structures and <b>contexts</b> inform the response to music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, <b>performing</b>, and <b>responding</b> to music.<br/>                     b. Apply <b>criteria</b> to select music for a variety of <b>purposes</b>, justifying choices citing knowledge of the specified <b>purpose</b> and <b>context</b>.</p> |
|                        | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Select and develop <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that <b>demonstrate</b> understanding of characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.<br/>                     b. Preserve draft <b>compositions</b> and improvisations through audio or video recording and through <b>standard notation</b> (using notating in a manner consistent with the <b>genre</b> and with the appropriate skill connected with the level).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop and apply appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music.<br/>                     b. Use feedback from <b>ensemble</b> peers and other sources to refine performances and develop effective rehearsal strategies.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b>, citing as evidence the treatment of the <b>elements of music, contexts, (when appropriate) the setting of the text,</b> and varied researched sources.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Analyze how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Analyze how music is affected by your knowledge outside the arts.</p>   |
|                        | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Evaluate and <b>refine</b> draft <b>arrangements, sections, short compositions, and improvisations</b> based on <b>personally-developed criteria</b>, including the extent to which they address the identified <b>purposes</b>.<br/>                     b. <b>Share</b> personally-developed melodies, <b>rhythmic passages, and arrangements</b> individually or as an <b>ensemble</b>, that address identified <b>purposes</b>.</p>   | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Demonstrate</b> mastery of the technical demands of the music in prepared and improvised performances of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b>.<br/>                     b. <b>Demonstrate</b> an understanding of <b>expressive qualities</b> of the music in prepared and improvised performances of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b>.<br/>                     c. <b>Demonstrate</b> an understanding of <b>intent</b> as a means for connecting with an audience through prepared performances.</p>     | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Evaluate works and performances based on research as well as personally- and <b>collaboratively-developed criteria</b>, including the <b>analysis and interpretation</b> of the structure and <b>context</b>.</p>   |    |

|                    | Creating  | Performing  | Responding   | Connecting  |
|--------------------|---|---|--|---|
| <b>HS Advanced</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Compose and improvise <b>musical ideas</b> for a variety of <b>purposes</b> and <b>contexts</b>.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and <b>perform</b> based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or <b>ensemble</b>, and the <b>purpose</b> and <b>context</b> of the <b>performance</b>.<br/>                     b. Based on an understanding of the theoretical and structural characteristics of music, select a varied <b>repertoire</b> of music to study/<b>perform</b>.<br/>                     c. <b>Demonstrate</b> how understanding of the <b>style</b>, <b>genre</b>, and <b>context</b> of a varied <b>repertoire</b> of music influences prepared and improvised performances as well as your technical ability to connect with the audience.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Use research and <b>personally-developed criteria</b> to justify choices made when selecting music, citing knowledge of the music.<br/>                     b. <b>Demonstrate</b> and justify how the <b>analysis</b> of structures, <b>contexts</b>, and <b>performance</b> decisions inform the response to music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, <b>performing</b>, and <b>responding</b> to music.<br/>                     b. Use research and <b>personally-developed criteria</b> to justify choices made when selecting music, citing knowledge of the music, and individual and <b>ensemble purpose</b> and <b>context</b>.</p> |
|                    | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Select and develop melodic and rhythmic ideas or <b>motives</b> that <b>demonstrate</b> understanding of characteristic(s) of music or text(s) studied in rehearsal.<br/>                     b. Preserve draft <b>compositions</b> and improvisations through audio or video recording and through <b>standard notation</b> (using notating in a manner consistent with the <b>genre</b> and with the appropriate skill connected with the level).</p> | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music.<br/>                     b. Use feedback from <b>ensemble</b> peers and other sources to <b>refine</b> performances and strengthen effective rehearsal strategies.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Justify <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Justify how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Analyze how music and other art forms involve and are affected by your knowledge outside the arts.</p>  |
|                    | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Evaluate and <b>refine</b> draft <b>compositions</b> and improvisations based on knowledge, skill, and <b>teacher-provided criteria</b>.<br/>                     b. <b>Share</b> personally-developed <b>arrangements</b>, <b>sections</b>, and short <b>compositions</b> individually or as an <b>ensemble</b> that address identified <b>purposes</b>.</p>  | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Demonstrate</b> an understanding and mastery of the technical demands of the music through prepared and improvised performances of a varied <b>repertoire</b> representing diverse <b>cultures</b>, <b>styles</b>, genres, and historical periods in multiple types of <b>ensembles</b>.<br/>                     b. <b>Demonstrate</b> an understanding and mastery of the <b>expressive qualities</b> of the music through prepared and improvised performances of a varied <b>repertoire</b> representing diverse <b>cultures</b>, <b>styles</b>, genres, and historical periods in multiple types of <b>ensembles</b>.<br/>                     c. <b>Demonstrate</b> an understanding of <b>intent</b> as a means for connecting with an audience through prepared performances.</p>                              | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Develop and justify evaluations of music, <b>programs</b> of music, and performances based on <b>criteria</b>, personal decision-making, research, and understanding of <b>contexts</b>.</p>   |   |

**Foundational Skills: Creating**

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 1-3. The italicized foundational skill denotes skills that are the same as the previous level.

|                      | <b>Novice</b>  | <b>Intermediate</b>  | <b>HS Proficient</b>   | <b>HS Accomplished</b>   | <b>HS Advanced</b>  |
|----------------------|--|--|--|--|---|
| <b>Improvisation</b> | Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.  | <i>Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.</i>   | Perform, use standard notation, and audio record improvisation that is a minimum of 8 measures.  | Perform, use standard notation, and audio record improvisation that is a minimum of 12 measures.   | Perform, use standard notation, and audio record improvisation that is a minimum of 24 measures.  |
|                      | Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.  | <i>Describe how the changing elements of music can affect the style of music.</i>  | Perform simple improvised melodies within an appropriate harmonic structure.   | Perform, with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.                              | Perform, with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.   |
|                      | <i>Where new concepts are introduced in these standards with no explicit preparation at the earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed.</i> |  |  | Perform melodic and rhythmic improvised accompaniments.  | <i>Perform melodic and rhythmic improvised accompaniments.</i>  |
| <b>Composition</b>   | Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.  | <i>Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.</i>             | Use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument or others.          | Use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble.                          | Use standard notation and audio record composition that is a minimum of 16 measures and is written for duet, small or large ensemble, or solo with accompaniment. |
|                      | Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.  | <i>Describe how the changing elements of music can affect the style of the music.</i>  | Explain and demonstrate how compositional choices (e.g., musical elements within a given song) effect the song.  | <i>Explain and demonstrate how compositional choices (e.g., musical elements within a given song) effect the song.</i>                                 | <i>Explain and demonstrate how compositional choices (e.g., musical elements within a given song) effect the song.</i>  |
|                      | Replace or change some of the note values and/or pitches in composing a variation of a theme.  | <i>Replace or change some of the note values and/or pitches in composing a variation of a theme.</i>   | Arrange short sections of a song using standard notation and a variety of musical elements.  | <i>Arrange short sections of a song using standard notation and a variety of musical elements.</i>   | Arrange or transcribe a musical work for small or large ensemble, or solo with accompaniment.   |
|                      | Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).  | <i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i> | <i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i> | <i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i> | <i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i>            |

**Foundational Skills: Performing**

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Rigor increases as skills are applied to a leveled progression of repertoire.

|   | <b>Novice</b>  | <b>Intermediate</b>   | <b>HS Proficient</b>   | <b>HS Accomplished</b>  | <b>HS Advanced</b>  |
|---|--|---|--|---|---|
| <b>Application to Instrument (AI)</b>   | Maintain a steady beat, with auditory assistance, while playing, individually and with others, the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meter. | Maintain a steady beat, with auditory assistance, while playing, individually and with others, sixteenth note and rest values, corresponding dotted notes, and elementary syncopation in simple meters. | Maintain a steady beat, with visual assistance, while playing, individually and with others, note and rest values in simple and complex meters as encountered in the repertoire. | Maintain a steady beat, without eternal assistance, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire. | Maintain a steady beat, recognizing the macro and micro beat, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire. |
|   | Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names).   | <i>Utilize musical symbols encountered in the repertoire.</i>   | <i>Utilize musical symbols encountered in the repertoire.</i>  | <i>Utilize musical symbols encountered in the repertoire.</i>   | <i>Utilize musical symbols encountered in the repertoire.</i>   |
|   | Perform fluently with key signature and accidental encountered in the repertoire.  | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>  | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>   | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>  | <i>Perform fluently with key signature and accidental encountered in the repertoire.</i>  |
|   | 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).  | <i>Respond to basic conducting cues (e.g., tempo, dynamics).</i>  | Respond to basic conducting cues (e.g., phrasing, expression).   | Respond to basic conducting cues (e.g., multi-meter).   | Conduct an ensemble with appropriate gestures, tempo, expression, and cuing.  |
|   | Perform scales, intervals, and arpeggios in the repertoire.  | <i>Perform scales, intervals, and arpeggios in the repertoire.</i>  | <i>Perform scales, intervals, and arpeggios in the repertoire.</i>   | <i>Perform scales, intervals, and arpeggios in the repertoire.</i>  | <i>Perform scales, intervals, and arpeggios in the repertoire.</i>  |
|   | Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.   | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>   | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>  | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>   | <i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>   |
|   | Utilize basic characteristic tone.   | Utilize basic characteristic tone with greater stability.   | <i>Utilize basic characteristic tone with greater stability.</i>   | <i>Utilize basic characteristic tone with greater stability.</i>  | Perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound.  |
|   | Utilize proper technique (e.g., embouchure, hand position, posture, and breath).   | <i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>   | <i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>  | <i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>   | <i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>   |
|   | 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.  | <i>Perform with accurate intonation, balance, and blend in support of the ensemble.</i>   |
|   | Tune with teacher assistance.  | Tune with teacher guidance.   | Tune instrument to a given pitch and adjust to match pitch. Develop awareness of tuning to self and other voices or instruments.   | Tune instrument a given pitch and adjust to match pitch. Demonstrate a consistent ability to tune to self and other voices or instruments.  | Tune to chords with an understanding for the importance of their pitch within the chord structure.  |
|   | Perform literature from memory.  | <i>Perform literature from memory.</i>  | <i>Perform literature from memory.</i>   | <i>Perform literature from memory.</i>  | <i>Perform literature from memory.</i>  |
| Demonstrate proper care, assembly (if applicable), and maintenance of instrument. | <i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>   | <i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>  | <i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>   | <i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>  |   |



**Foundational Skills: Performing**

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

|   | <b>Novice</b>   | <b>Intermediate</b>   | <b>HS Proficient</b>   | <b>HS Accomplished</b>   | <b>HS Advanced</b>  |
|---|---|---|--|--|---|
|   | <b>Identify and describe ...</b>  | <b>Identify and describe ...</b>  | <b>Identify, describe, and explain ...</b>   | <b>Identify, describe, explain, and analyze ...</b>  | <b>Identify, describe, explain, analyze, and interpret ...</b>  |
| <b>Perform - Reflect on Understanding (PRU)</b> | Musical symbols encountered in repertoire (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). | <i>Musical symbols encountered in repertoire.</i>   | <i>Musical symbols encountered in repertoire.</i>  | <i>Musical symbols encountered in repertoire.</i>  | <i>Musical symbols encountered in repertoire.</i>   |
|   | Steps and skips.  | <i>Steps and skips.</i>   | Intervals and chord structures.  | <i>Intervals and chord structures.</i>   | <i>Intervals and chord structures.</i>  |
|   | Key and time signatures.  | <i>Key and time signatures.</i>   | Function of key and time signatures.   | <i>Function of key and time signatures.</i>  | <i>Function of key and time signatures.</i>   |
|   | Simple musical forms and characteristics.   | <i>Simple musical forms and characteristics.</i>  | <i>Simple musical forms and characteristics.</i>   | <i>Simple musical forms and characteristics.</i>   | Synthesize characteristics of musical structure into performance practice.  |
|   | Sounds of the instrument/voices specific to their ensemble.   | <i>Sounds of the instrument/voices specific to their ensemble.</i>  | <i>Sounds of the instrument/voices specific to their ensemble.</i>   | <i>Sounds of the instrument/voices specific to their ensemble.</i>   | <i>Sounds of the instrument/voices specific to their ensemble.</i>  |
|   | Elements of music (e.g., rhythm, melody)  | <i>Elements of music.</i>   | <i>Elements of music.</i>  | <i>Elements of music.</i>  | <i>Elements of music.</i>   |
|   | Student's role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble.   | <i>Student's role within their ensemble.</i>  | <i>Student's role within their ensemble.</i>   | <i>Student's role within their ensemble.</i>   | <i>Student's role within their ensemble.</i>  |
|   | Relationships between mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths, patterns).  | Relationships between mathematics as it occurs in the repertoire (e.g., integer frequency, relationships in overtones in chords). | <i>Relationships between mathematics as it occurs in the repertoire (e.g., integer frequency, relationships in overtones in chords).</i> | Relationships between mathematics as it occurs in the repertoire (e.g., equal temperament, Pythagorean comma). | Relationships between mathematics as it occurs in the repertoire (e.g., Fibonacci series and golden mean as controlling perception of musical structure). |
|   | One's own physical mechanics and skill level essential to playing/singing within the repertoire.  | <i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>                           | <i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>                                  | <i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>        | <i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>   |
|   | Adjusting to the acoustic properties and the effect on the performers and the performance space.  | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>                           | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>                                  | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>        | <i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>   |

**Foundational Skills: Responding**

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 7-9.  
The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

|   | <b>Novice</b>  | <b>Intermediate</b>   | <b>HS Proficient</b>  | <b>HS Accomplished</b>  | <b>HS Advanced</b>  |
|---|--|---|---|---|---|
| <b>Respond – Reflect on Understanding (RRU)</b> | 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.                               | <i>The compositional and stylistic elements that differentiate various musical genres.</i>                        | 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 appropriate for a specific event or function.                                     | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>                   | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>           | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>           | <i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>                                   |
|   | Student preference for specific musical works and styles.  | <i>Student preference for specific musical works and styles.</i>  | Special characteristics that make a piece of music appropriate for a specific event or function.                  | <i>Special characteristics that make a piece of music appropriate for a specific event or function.</i>           | Defend their preference for specific musical works or styles using specific musical characteristics.                                      |
|   | Select elements of music.  | Elements of music most prominent repertoire.  | <i>Elements of music most prominent repertoire.</i>   | <i>Elements of music most prominent repertoire.</i>   | <i>Elements of music most prominent repertoire.</i>   |
|   | How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.                           | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>         | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i> | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i> | <i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>                         |
|   | Use appropriate terminology to describe and explain music.   | <i>Use appropriate terminology to describe and explain music.</i>   | <i>Use appropriate terminology to describe and explain music.</i>   | <i>Use appropriate terminology to describe and explain music.</i>   | <i>Use appropriate terminology to describe and explain music.</i>   |
|   | Use teacher specified criteria to evaluate a musical performance.  | Use teacher or student specified criteria to evaluate a musical performance.  | Use student specified criteria to evaluate a musical performance.   | Musical experiences orally and in writing with appropriate critique and terminology.                              | <i>Musical experiences orally and in writing with appropriate critique and terminology.</i>   |
|   | Show respect for personal work and the work of others through appropriate critique.  | <i>Show respect for personal work and the work of others through appropriate critique.</i>                                | <i>Show respect for personal work and the work of others through appropriate critique.</i>                        | <i>Show respect for personal work and the work of others through appropriate critique.</i>                        | <i>Show respect for personal work and the work of others through appropriate critique.</i>  |
|   | Evaluate the effect of audience and performers' behavior on the performance.   | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>                                       | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>                               | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>                               | <i>Evaluate the effect of audience and performers' behavior on the performance.</i>   |

**Foundational Skills: Connecting**


The specific guidelines that the teacher provides for connecting and social/historical context should include the foundational skills below in support of meeting Anchor Standards 10-11.


The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.


|   | <b>Novice</b>   | <b>Intermediate</b>  | <b>HS Proficient</b>  | <b>HS Accomplished</b>   | <b>HS Advanced</b>   |
|---|---|--|---|--|--|
| <b>Connect – Reflect on Understanding (CRU)</b> | Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.  | <i>Identify the context in which the composer wrote the piece being performed.</i>   | Describe the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.  | <i>Describe the context in which the composer wrote the piece being performed.</i>   | <i>Describe the context in which the composer wrote the piece being performed.</i>   |
|   | Recognize composers' motivations for creating the music being performed by the students.  | <i>Recognize composers' motivations for creating the music being performed by the students.</i>  | Recognize composers' motivations for creating the music being performed by the students.  | <i>Recognize composers' motivations for creating the music being performed by the students.</i>  | <i>Recognize composers' motivations for creating the music being performed by the students.</i>  |
|   |   |  | Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.   | <i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>   | <i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>   |
|   | Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function. | <i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i> | Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function. | <i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i> | <i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i> |
|   | Understand the connections between music and other content areas as encountered in the repertoire, including text settings.   | <i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>   | Understand the connections between music and other content areas as encountered in the repertoire, including text settings.   | <i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>   | <i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>   |
|   | Identify their preference for specific musical works and styles.  | <i>Identify their preference for specific musical works and styles.</i>  | Distinguish specific musical characteristics that influence their preference for specific musical works and styles.   | <i>Distinguish specific musical characteristics that influence their preference for specific musical works and styles.</i>   | Distinguish musical preferences from music and peer group judgements.  |
|   | Elements of music.  | Elements of music in repertoire.   | Distinguish musical preferences from music and cultural judgements (e.g., I like because ____, It is good because ____, It is important because ____).                              | Distinguish musical preferences from music and peer group judgements.  | <i>Distinguish musical preferences from music and peer group judgements.</i>   |
|   | Describe personal reactions to musical experiences and identify which musical aspects evoke these reactions.  | <i>Describe personal reactions to musical experiences and identify which musical aspects evoke these reactions.</i>  | Articulate personal reactions to musical experiences and identify which musical aspects evoke these reactions.  | <i>Articulate personal reactions to musical experiences and identify which musical aspects evoke these reactions.</i>  | Articulate personal reactions to musical experiences and identify which musical aspects evoke these reactions.   |
|   | Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.  | <i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>  | Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.  | <i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>  | <i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>  |

# Composition & Theory

The title "Composition & Theory" is centered at the top in a white, sans-serif font. Below the title, there are three horizontal bands of color: a dark blue band at the top, an orange band in the middle, and a red band at the bottom. These bands have a slightly wavy, torn-paper-like edge.

|                      | Creating  | Performing   | Responding   | Connecting   |
|----------------------|---|--|--|--|
| <b>HS Proficient</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, moods, visual images, and/or <b>storylines</b>.</p>  | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Identify and <b>select</b> specific excerpts, passages, or sections in <b>musical works</b> that express a personal experience, mood, visual image, or <b>storyline</b> in <b>simple forms</b> (e.g., one-part, <b>cyclical</b>, <b>binary</b>).<br/>                     b. <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>) of selected works relate to <b>style</b> and mood, and explain the implications for rehearsal or <b>performance</b>.<br/>                     c. Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b>, <b>style</b>, and mood, explaining how the interpretive choices reflect the creators' <b>intent</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply <b>teacher-provided criteria</b> to <b>select</b> music that expresses personal experience, mood, visual image, or <b>storyline</b> in <b>simple forms</b> (e.g., one-part, <b>cyclical</b>, <b>binary</b>), and describe the choices as models for <b>composition</b>.<br/>                     b. <b>Analyze</b> aurally the <b>elements of music</b> (including <b>form</b>) of <b>musical works</b>, relating them to <b>style</b>, mood, and <b>context</b>, and describe how the <b>analysis</b> provides modes for personal growth as a composer, performer, and/or listener.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Demonstrate how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creating, performing, and responding to music.<br/>                     b. Apply <b>criteria</b> to <b>select</b> music for specific purposes, supporting choices by citing connections to interest, <b>purpose</b>, and <b>context</b>.</p> |
|                      | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Assemble and organize sounds or short <b>musical ideas</b> to <b>create</b> initial <b>expressions</b> of selected experiences, moods, images, or <b>storylines</b>.<br/>                     b. Identify and describe the development of sounds or short <b>musical ideas</b> in drafts within <b>simple forms</b> (e.g., one-part, <b>cyclical</b>, <b>binary</b>).</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. <b>Create</b> rehearsal plans for works, identifying repetition and variation within the <b>form</b>.<br/>                     b. Using <b>established criteria</b> and feedback, identify the way(s) in which <b>performances</b> convey the <b>elements of music</b>, <b>style</b>, and mood.<br/>                     c. Identify and implement strategies for improving the technical and <b>expressive aspects</b> of multiple works.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing technical and <b>expressive aspects</b> as well as the <b>style/genre</b> of each work.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Explain how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>composition</b>.<br/>                     b. Explain how music is affected by your knowledge outside the arts.</p>  |
|                      | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Identify, describe, and apply <b>teacher-provided criteria</b> to assess and refine the technical and <b>expressive aspects</b> of evolving drafts, leading to final versions.<br/>                     b. <b>Share</b> music through the use of <b>notation</b>, <b>performance</b>, or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b>.<br/>                     c. Describe the given <b>context</b> and <b>performance</b> medium for presenting personal works; and how they impact the final <b>composition</b> of the presentation.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Share</b> live or recorded <b>performances</b> of works (both personal and others'); and explain how the <b>elements of music</b> are used to convey <b>intent</b>.<br/>                     b. Identify how <b>compositions</b> are appropriate for an audience or <b>context</b>, and how this will shape future <b>compositions</b>.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Describe the effectiveness of the technical and <b>expressive aspects</b> of selected music and <b>performance</b>, demonstrating understandings of <b>fundamentals of music theory</b>.</p>   |   |


|                        | Creating  | Performing  | Responding   | Connecting   |
|------------------------|---|---|--|--|
| <b>HS Accomplished</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Describe and demonstrate how sounds and <b>musical ideas</b> can be used to represent <b>sonic events</b>, memories, visual images, <b>concepts</b>, texts, or <b>storylines</b>.</p>  | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Identify and <b>select</b> specific passages, sections, or movements in <b>musical works</b> that express personal experiences and interest, moods, visual images, <b>concepts</b>, texts, or <b>storylines</b> in <b>simple forms</b> (e.g., <b>binary</b>, <b>ternary</b>, <b>rondo</b>) or <b>moderately complex forms</b>.<br/>                     b. <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>) of selected works relate to <b>style</b>, <b>function</b>, and <b>context</b>; and explain the implications for rehearsal or <b>performance</b>.<br/>                     c. Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b>, <b>style</b>, mood, <b>function</b>, and <b>context</b>, explaining how the interpretive choices reflect the creators' <b>intent</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply teacher-provide or <b>personally-developed criteria</b> to <b>select</b> music that expresses personal experience and interests, mood, visual image, <b>concepts</b>, texts, or <b>storyline</b> in simple or <b>moderately complex forms</b>, and describe the choices as models for <b>composition</b>.<br/>                     b. <b>Analyze</b> aurally and/or by reading the scores of <b>musical works</b> the <b>elements of music</b> (including <b>form</b>) <b>compositional techniques</b> and procedures, relating them to <b>style</b>, mood, and <b>context</b>; and explain how the <b>analysis</b> provides models for personal growth as a composer, performer, and/or listener.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Demonstrate how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creating, performing, and responding to music.<br/>                     b. Apply <b>criteria</b> to <b>select</b> music for specific purposes, justifying choices by citing connections to interest, <b>purpose</b>, and <b>context</b>.</p> |
|                        | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Assemble and organize multiple sounds or <b>musical ideas</b> to <b>create</b> initial expressive statements of selected <b>sonic events</b>, memories, images, <b>concepts</b>, texts, or <b>storylines</b>.<br/>                     b. Describe the development of sounds and <b>musical ideas</b> in drafts within simple or <b>moderately complex forms</b> (e.g., <b>binary</b>, <b>rondo</b>, <b>ternary</b>).</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. <b>Create</b> rehearsal plans for works, identifying repetition and variation within the <b>form</b> and the <b>style</b> and <b>historical</b> or <b>cultural context</b> of the work.<br/>                     b. Using <b>established criteria</b> and feedback, identify the ways in which <b>performances</b> convey <b>formal design</b>, <b>style</b>, and <b>historical/cultural context</b> of the works.<br/>                     c. Identify and implement strategies for improving the technical and <b>expressive aspects</b> of multiple works.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Develop and support <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing the use of <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b>, and the <b>style/genre</b> and <b>context</b> of each work.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. <b>Analyze</b> how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>composition</b>.<br/>                     b. <b>Analyze</b> how music is affected by your knowledge outside the arts.</p>  |
|                        | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Identify, describe, and apply <b>teacher-provided</b> or <b>personally-developed criteria</b> to assess and refine the technical and <b>expressive aspects</b> of evolving drafts, leading to final versions.<br/>                     b. <b>Share</b> music through the use of <b>notation</b>, solo or group <b>performance</b>, or technology, and demonstrate how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b>.<br/>                     c. Describe the selected <b>context</b> and <b>performance</b> medium for presenting personal works; and explain why they impact the final <b>composition</b> of the presentation.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Share</b> live or recorded <b>performances</b> of works (both personal and others'); and explain how the <b>elements of music</b> and <b>compositional techniques</b> are used to convey <b>intent</b>.<br/>                     b. Explain how <b>compositions</b> are appropriate for both audience and <b>context</b>, and how this will shape future <b>compositions</b>.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Explain the effectiveness of the technical and <b>expressive aspects</b> of selected music and <b>performances</b>, demonstrating understanding of <b>music theory</b> as well as <b>compositional techniques</b> and procedures.</p>  |    |


|                    | Creating   | Performing   | Responding   | Connecting   |
|--------------------|--|--|--|--|
| <b>HS Advanced</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Describe and demonstrate multiple ways in which sounds and <b>musical ideas</b> can be used to represent extended <b>sonic experiences</b> or abstract ideas.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Identify and <b>select</b> specific sections, movements, or entire works that express personal experiences and interest, moods, visual images, <b>concepts</b>, texts, or <b>storylines</b> in <b>moderately complex</b> or <b>complex forms</b>.<br/>                     b. <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>) of selected works relate to <b>style, function, and context</b>; and explain and support the implications for rehearsal or <b>performance</b>.<br/>                     c. Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b> (including <b>form</b>), <b>compositional techniques, style, function, and context</b>, explaining how the interpretive choices reflect the creators' <b>intent</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Apply researched or <b>personally-developed criteria</b> to <b>select</b> music that expresses personal experience and interests, mood, visual image, <b>concepts</b>, texts, or <b>storyline</b> in simple or <b>moderately complex forms</b>, and describe the choices as models for <b>composition</b>.<br/>                     b. <b>Analyze</b> aurally and/or by reading the scores of <b>musical works</b> the <b>elements of music</b> (including <b>form</b>) <b>compositional techniques</b> and procedures, relating them to <b>style, mood, and context</b>; and explain how the <b>analysis</b> provides models for personal growth as a composer, performer, and/or listener.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Demonstrate how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creating, performing, and responding to music.<br/>                     b. Use research and <b>personally-developed criteria</b> to justify choices made when creating music, citing knowledge of music, and individual and <b>ensemble purpose and context</b>.</p> |
|                    | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. Assemble and organize multiple sounds or extended <b>musical ideas</b> to <b>create</b> initial statements of selected extended <b>sonic experiences</b> or abstract ideas.<br/>                     b. <b>Analyze</b> and demonstrate the development of sounds and extended <b>musical ideas</b> in drafts of music within a variety of <b>moderately complex</b> or <b>complex forms</b>.</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. <b>Create</b> rehearsal plans for works, identifying repetition and variation within the <b>form</b> and the <b>style and historical or cultural context</b> of the work.<br/>                     b. Using <b>established criteria</b> and feedback, identify the ways in which <b>performances</b> use <b>compositional techniques</b> and convey <b>formal design, style, and historical/cultural context</b> of the works.<br/>                     c. Identify, compare, and implement strategies for improving the technical and <b>expressive aspects</b> of multiple contrasting works.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Develop and justify <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing the use of <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b>, and the <b>style/gen</b>re and <b>context</b> of each work.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Justify how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>composition</b>.<br/>                     b. <b>Analyze</b> how music and other art forms involve and are affected by your knowledge outside the arts.</p>  |
|                    | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Research, identify, describe, and apply <b>personally-developed criteria</b> to assess and refine the technical and <b>expressive aspects</b> of evolving drafts, leading to final versions.<br/>                     b. <b>Share</b> music through the use of <b>notation, solo or group performance, or technology</b>, and demonstrate how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b>.<br/>                     c. Describe the selected <b>context and performance medium</b> for presenting personal works; and explain why they impact the final <b>composition</b> of the presentation.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. <b>Share</b> live or recorded <b>performances</b> of works (both personal and others'); and explain and/or demonstrate understanding of how the <b>expressive intent</b> of the music is conveyed.<br/>                     b. Explain how <b>compositions</b> are appropriate for both audience and <b>context</b>, and how this will shape future <b>compositions</b>.</p>   | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Explain the effectiveness of the technical and <b>expressive aspects</b> of selected music and <b>performances</b>, demonstrating understanding of <b>music theory</b> as well as <b>compositional techniques</b> and procedures.</p>  |    |


# Music Technology





|               | Creating  | Performing   | Responding  | Connecting   |
|---------------|---|--|---|--|
| HS Proficient | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> or <b>improvisations</b> using <b>digital tools</b>.</p>  | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Develop and explain the <b>criteria</b> used for selecting a varied <b>repertoire</b> of music based on interest, music reading skills, and an understanding of the performer's <b>technical</b> and technological skill.<br/>                     b. Describe how <b>context</b>, structural aspects of the music and <b>digital media/tools</b> inform prepared and improvised <b>performances</b>.<br/>                     c. Demonstrate how understanding of the <b>context</b>, expressive challenges, and use of <b>digital tools</b> in a varied <b>repertoire</b> of music influence prepared or improvised <b>performances</b>.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. Cite reasons for choosing music based on the use of the <b>elements of music</b>, digital and electronic aspects, and <b>connections</b> to interest or purpose.<br/>                     b. Explain how knowledge of the <b>structure</b> (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Demonstrate how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creating, performing, and responding to music created utilizing electronic technology.<br/>                     b. Apply <b>criteria</b> to <b>select</b> music for specific purposes, supporting choices by citing <b>connections</b> to interest, purpose, and <b>context</b>.</p> |
|               | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b> melodic, rhythmic, and harmonic ideas to develop into larger work using <b>digital tools</b> and resources.</p>   | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Identify and implement rehearsal strategies to improve the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in a varied <b>repertoire</b> of music.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Explain an <b>interpretation</b> of the <b>expressive intent</b> of musical selections based on treatment of the <b>elements of music</b>, digital and electronic features, and purpose.</p>   | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Explain how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Explain how music is affected by your knowledge outside the arts.</p>  |
|               | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and <b>refine technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b>.<br/>                     b. <b>Share compositions</b> and <b>improvisations</b> that demonstrate a proficient level of musical and technological <b>craftmanship</b> during the development and organization of <b>musical ideas</b>.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. Using <b>digital tools</b>, demonstrate attention to <b>technical accuracy</b> and expressive qualities in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.<br/>                     b. Demonstrate an understanding of the <b>context</b> of music through prepared and improvised <b>performances</b>.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Evaluate music using <b>criteria</b> based on <b>analysis, interpretation</b>, digital and electronic features, and personal interest.</p>  |   |

|                        | Creating  | Performing   | Responding   | Connecting   |
|------------------------|---|--|--|--|
| <b>HS Accomplished</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> and <b>improvisations</b> using <b>digital tools</b> and resources.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Develop and apply <b>criteria</b> to <b>select</b> a varied <b>repertoire</b> to study and <b>perform</b> based on interest, an understanding of <b>theoretical</b> and structural characteristics of the music, and the performer's <b>technical</b> and technological skill.<br/>                     b. Describe and demonstrate how context, <b>theoretical</b> and structural aspects of the music, and <b>digital media/tools</b> inform and influence prepared and improvised <b>performances</b>.<br/>                     c. Demonstrate how understanding the <b>style, genre, context, and use of digital tools</b> and resources in a varied <b>repertoire</b> of music influences prepared or improvised <b>performances</b> and performers' ability to connect with audiences.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. <b>Select</b> and critique contrasting <b>musical works</b>, defending opinions based on manipulations of the <b>elements of music</b>, digital and electronic aspects, and the purpose and context of the works.<br/>                     b. Explain how an <b>analysis</b> of the <b>structure, context, and technological aspect</b> of the music informs the response.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Demonstrate how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creating, performing, and responding to music created utilizing electronic technology.<br/>                     b. Apply <b>criteria</b> to <b>select</b> music for specific purposes, justifying choices by citing <b>connections</b> to interest, purpose, and <b>context</b>.</p>           |
|                        | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b> melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits <b>unity</b> and <b>variety</b> using tools.</p>  | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Develop and implement rehearsal strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in a varied <b>repertoire</b> of music.</p>  | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Explain and support an <b>interpretation</b> of the <b>expressive intent</b> of musical selections based on treatment of the <b>elements of music</b>, digital and electronic features, and purpose.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. <b>Analyze</b> how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Connect the influence of the treatment of the <b>elements of music</b>, digital and electronic features, context, purpose, and other art forms to the <b>expressive intent</b> of <b>musical works</b>.</p> |
|                        | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Develop and implement varied strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b>.<br/>                     b. <b>Share compositions</b> and <b>improvisations</b> that demonstrate an accomplished level of musical and technological <b>craftmanship</b>, including the development and organization of <b>musical ideas</b>.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. Using <b>digital tools</b>, demonstrate <b>technical accuracy</b> and expressive qualities in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, and genres</b>.<br/>                     b. Demonstrate an understanding of the <b>expressive intent</b> when connecting with an audience through prepared and improvised <b>performances</b>.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Apply <b>criteria</b> to evaluate music based on <b>analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities</b>.</p>  |   |

|                    | Creating   | Performing  | Responding   | Connecting  |
|--------------------|--|---|--|---|
| <b>HS Advanced</b> | <p><b>1. Generate and Conceptualize Artistic Ideas</b><br/>                     a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> and <b>improvisations</b> that incorporate <b>digital tools</b>, resources, and systems.</p>   | <p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b><br/>                     a. Develop and apply <b>criteria</b> to <b>select</b> varied programs to study and <b>perform</b> based on interest, an understanding of the <b>theoretical</b> and structural characteristics, as well as expressive challenges in the music, and the performers' <b>technical</b> and technological skill.<br/>                     b. Examine, evaluate, and critique how context, <b>theoretical</b> and structural aspects of the music, and <b>digital</b> media/<b>tools</b> inform and influence prepared and improvised <b>performances</b>.<br/>                     c. Demonstrate how understanding the <b>style, genre</b>, context, and integration of digital technologies in a varied <b>repertoire</b> of music informs and influences prepared and improvised <b>performances</b> and their ability to connect with audiences.</p> | <p><b>7. Perceive and Analyze Artistic Work</b><br/>                     a. <b>Select</b>, describe, and compare a <b>variety</b> of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.<br/>                     b. Demonstrate and justify how an <b>analysis</b> of the structural characteristics, context, and technological and creative decisions inform interest in and responses to the music.</p> | <p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b><br/>                     a. Demonstrate how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creating, performing, and responding to music created utilizing electronic technology.<br/>                     b. Examine, cite research, and multiple sources to connect the influences of the treatment of the <b>elements of music</b>, digital and electronic features, context, purpose, and other art forms to the <b>expressive intent</b> of <b>musical works</b>.</p> |
|                    | <p><b>2. Organize and Develop Artistic Ideas and Work</b><br/>                     a. <b>Select</b>, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits <b>unity, variety</b>, complexity, and coherence.</p>  | <p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b><br/>                     a. Apply appropriate <b>criteria</b> as well as feedback from multiple sources and develop and implement varied strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in varied programs of music.</p>   | <p><b>8. Interpret Intent and Meaning in Artistic Work</b><br/>                     a. Examine, cite research, and multiple sources to support an <b>interpretation</b> of the <b>expressive intent</b> of musical selections based on treatment of the <b>elements of music</b>, digital and electronic features, and purpose.</p>  | <p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b><br/>                     a. Justify how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b>.<br/>                     b. Explain how music is affected by your knowledge outside the arts.</p>   |
|                    | <p><b>3. Refine and Complete Artistic Work</b><br/>                     a. Demonstrate and implement varied strategies and apply appropriate <b>criteria</b> to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b>.<br/>                     b. <b>Share compositions</b> and <b>improvisations</b> that demonstrate an advanced level of musical and technological craftsmanship, including the development and organization of musical ideas.</p> | <p><b>6. Convey Meaning Through the Presentation of Artistic Work</b><br/>                     a. Integrate <b>digital</b> and <b>analog tools</b> and demonstrate an understanding and attention to <b>technical accuracy</b> and the expressive qualities of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, genres</b>, and <b>historical periods</b>.<br/>                     b. Demonstrate an ability to connect with audience members before, and engage with and respond to them during, prepared and improvised <b>performances</b>.</p>  | <p><b>9. Apply Criteria to Evaluate Artistic Work</b><br/>                     a. Develop and justify the evaluation of a <b>variety</b> of music based on established and <b>personally-developed criteria</b>, digital, electronic, and analog features, and an understanding of purpose and context.</p>  |    |

