



Arizona Arts Standards

Performing Ensembles

2015

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p>Creating (Cr) Conceiving and developing new artistic ideas and work.</p>	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3. <ol style="list-style-type: none"> a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. b. Musicians' presentation of creative work is the culmination of a process of creation and communication. 	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. <ol style="list-style-type: none"> a. How do musicians improve the quality of their creative work? b. When is creative work ready to share?
<p>Performing (Pr) Realizing artistic ideas and work through interpretation and presentation.</p>	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> 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. b. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. c. Performers make interpretive decisions based on their understanding of context and expressive intent. 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. 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. 	<ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. How do performers select repertoire? b. How does understanding the structure and context of musical works inform performance? c. How do performers interpret musical works? 5. How do musicians improve the quality of their performance? 6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p>Responding (Re) Understanding and evaluating how the arts convey meaning.</p>	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to artistic work. 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<ol style="list-style-type: none"> 7. <ol style="list-style-type: none"> a. How do individuals choose music to experience? b. How does understanding the structure and context of music inform a response? 8. How do we discern the musical creators' and performers' expressive intent? 9. How do we judge the quality of musical work(s) and performance(s)?
<p>Connecting (Cn) Relating artistic ideas and work with personal meaning and external context.</p>	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<ol style="list-style-type: none"> 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 11. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<ol style="list-style-type: none"> 10. How do musicians make meaningful connections to creating, performing, and responding? 11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Performing Ensembles – Novice

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:PE.N.Cr1.a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
Cr2 Organize and develop artistic ideas and work	MU:PE.N.Cr2.a	Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
	MU:PE.N.Cr2.b	Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).
Cr3 Refine and complete artistic work	MU:PE.N.Cr3.a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria .
	MU:PE.N.Cr3.b	Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3.		
Improvisation	Perform , use standard notation , and audio record improvisation that is a minimum of 4 measures.	
	Describe how the changing elements of music (e.g., dynamics , tone, color, tempo) can affect the style of music.	
Composition	Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.	
	Describe how the changing elements of music (e.g., dynamics , tone, color, tempo) can affect the style of music.	
Replace or change some of the note values and/or pitches in composing a variation on a theme.		
Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).		

Performing Ensembles – Novice

Performing (Pr)		
Pr4 Select , analyze , and interpret artistic work for performance	MU:PE.N.Pr4.a	Select repertoire to study/ perform based on interest, music reading and performing/ technical abilities.
	MU:PE.N.Pr4.b	Use repertoire to demonstrate a developing understanding of various musical structures and context in repertoire performed.
Pr5 Develop and refine artistic techniques and work for presentation	MU:PE.N.Pr5.a	Use self-reflection to identify technical challenges in a varied repertoire of music.
	MU:PE.N.Pr5.b	Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.
Pr6 Convey meaning through the presentation of artistic work	MU:PE.N.Pr6.a	Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.
	MU:PE.N.Pr6.b	Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.
	MU:PE.N.Pr6.c	Demonstrate an awareness of the context of the music through prepared performances .
Foundational Skills – Performing		
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6.		
Application to Instrument	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 meters .	

Application to Instrument (continued)	Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names.)
	Perform fluently with key signature and accidentals encountered in the repertoire .
	Perform independent parts while others play contrasting parts (e.g., level .5-1).
	Respond to basic conducting cues (e.g., tempo , dynamics).
	Perform scales , intervals , and arpeggios in the repertoire .
	Perform dynamics , timbre , tempo , phrasing , articulation in the repertoire . For vocal ensemble : apply articulators to produce clarity of consonants and purity of vowels.
	Utilize a basic characteristic tone.
	Utilize proper technique (e.g., embouchure, hand position, posture and breath).
	Perform with awareness of intonation and ensemble .
	Tune with teacher assistance.
Perform literature from memory.	
Demonstrate proper care, assembly (if applicable), and maintenance of instrument.	
Reflect on Understanding	Identify and describe musical symbols encountered in repertoire (e.g., fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth).
	Identify and describe steps and skips, key and time signatures , simple music forms and characteristics, sounds of the instrument/voices specific to their ensemble , elements of music (e.g., rhythm , melody).
	Identify and describe student's role (e.g., melody , harmony , accompaniment, foreground/background) within their ensemble .
	Identify and describe whole and half step patterns in scales encountered in repertoire .
	Identify and describe relationship between music and mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths and patterns).
	Identify and describe one's own physical mechanics and skill level essential to playing/singing within the repertoire .
Adjust to the acoustic properties and the effect on the performers and the performance space.	

Performing Ensembles – Novice

Responding (Re)		
Re7 Perceive and analyze artistic work	MU:PE.N.Re7.a	Identify reasons for selecting music based on characteristics found in the music
	MU:PE.N.Re7.b	Identify how the use of repetition, similarities, and contrasts inform the response to music.
Re8 Interpret intent and meaning in artistic work	MU:PE.N.Re8.a	Identify interpretations of the expressive intent and meaning of musical works , referring to the elements of music , contexts , and (when appropriate) the setting of the text .
Re9 Apply criteria to evaluate artistic work	MU:PE.N.Re9.a	Identify and describe the effect of interest, experience, analysis , and context on the evaluation of music.
Foundational Skills – Responding		
The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9.		

Reflect on Understanding	Identify and describe how changing compositional elements of music (e.g., dynamics , articulation , tempo) can change the style and experience of the music.
	Identify and describe musical characteristics that make a piece of music appropriate for a specific event or function.
	Identify and describe preference for specific musical works and styles , selected elements of music , and characteristics intended by the composer and/or performer to evoke a mood in a piece of music.
	Use appropriate terminology to describe and explain music.
	Use teacher specified criteria to evaluate a musical performance .
	Show respect for personal work and the work of others through appropriate critique.
Evaluate the effect of audience and performers' behavior on the performance .	

Performing Ensembles – Novice

Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:PE.N.Cn10.a	Identify and discuss the roles and impact music plays in one's life and the lives of others.
	MU:PE.N.Cn10.b	Identify reasons for selecting music based on connection to interest, and purpose or context .
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:PE.N.Cn11.a	Identify and explain how context (e.g., social , cultural , historical) can inform the expressive intent and meaning of a musical performance .
	MU:PE.N.Cn11.b	Identify and explain how music is affected by one's knowledge outside the arts (e.g., science, social studies, math, language arts).

Foundational Skills – Connecting

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11.

Reflect on Understanding	Identify the context (e.g., historical , social , cultural) in which the composer wrote the piece being performed.
	Recognize composers' motivations for creating the music being performed by the students.
	Understand the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.
	Understand the connections between music and other content areas as encountered in the repertoire , including text settings .
	Identify preference for specific musical works and styles , and elements of music .
	Identify and describe elements of music in repertoire .
	Describe 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 life-long music maker.	

Performing Ensembles – Intermediate

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:PE.I.Cr1.a	Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Cr2 Organize and develop artistic ideas and work	MU:PE.I.Cr2.a	Develop melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
	MU:PE.I.Cr2.b	Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).
Cr3 Refine and complete artistic work	MU:PE.I.Cr3.a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively developed criteria .
	MU:PE.I.Cr3.b	Share personally developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. Italics denote skills that are the same as the previous level.		
Improvisation	<i>Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.</i>	
	<i>Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</i>	
Composition	<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>	
	<i>Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</i>	
	<i>Replace or change some of the note values and/or pitches in composing a variation on a theme.</i>	
	<i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i>	

Performing Ensembles – Intermediate

Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	MU:PE.I.Pr4.a	Select repertoire to study/ perform based on interest, music reading and performing/ technical abilities.
	MU:PE.I.Pr4.b	Use repertoire to demonstrate a developing understanding of various musical structures and context in repertoire performed.
Pr5 Develop and refine artistic techniques and work for presentation	MU:PE.I.Pr5.a	Develop strategies to address technical challenges in a varied repertoire of music.
	MU:PE.I.Pr5.b	Use feedback from ensemble peers and other sources to refine performances .
Pr6 Convey meaning through the presentation of artistic work	MU:PE.I.Pr6.a	Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles .
	MU:PE.I.Pr6.b	Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles .
	MU:PE.I.Pr6.c	Demonstrate an understanding of the context of the music through prepared performances .
Foundational Skills – Performing		
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.		

Application to Instrument	Maintain a steady beat , with auditory assistance, while playing individually and with others sixteenth, corresponding dotted notes and elementary syncopation in simple meters .
	<i>Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names.)</i>
	<i>Perform fluently with key signature and accidentals encountered in the repertoire.</i>
	Perform independent parts while others play contrasting parts (e.g., level 1-2).
	<i>Respond to basic conducting cues (e.g., tempo, dynamics).</i>
	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>
	<i>Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.</i>
	Utilize a basic characteristic tone with greater stability.
	<i>Utilize proper technique (e.g., embouchure, hand position, posture and breath).</i>
	Perform with awareness of intonation , ensemble , balance and blend.
Reflect on Understanding	Tune with teacher guidance .
	<i>Perform literature from memory.</i>
	<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>
	<i>Identify and describe musical symbols encountered in repertoire (e.g., fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth).</i>
	<i>Identify and describe steps and skips, key and time signatures, simple music forms and characteristics, sounds of the instrument/voices specific to their ensemble, elements of music (e.g., rhythm, melody).</i>
	<i>Identify and describe student's role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble.</i>
	<i>Identify and describe whole and half step patterns in scales encountered in repertoire.</i>
	Identify and describe relationship between music and mathematics as it occurs in the repertoire (e.g., integer frequency relationships in overtones in chords).
	<i>Identify and describe one's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>
	<i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i>

Performing Ensembles – Intermediate

Responding (Re)		
Re7 Perceive and analyze artistic work	MU:PE.I.Re7.a	Explain reasons for selecting music citing characteristics found in the music
	MU:PE.I.Re7.b	Describe how the elements of music are manipulated to inform the response to music.
Re8 Interpret intent and meaning in artistic work	MU:PE.I.Re8.a	Identify and support interpretations of the expressive intent and meaning of musical works , citing as evidence the treatment of the elements of music , contexts , and (when appropriate) the setting of the text .
Re9 Apply criteria to evaluate artistic work	MU:PE.I.Re9.a	Explain the influence of experiences, analysis , and context on interest in and evaluation of music.

Foundational Skills – Responding

The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9. Italics denote skills that are the same as the previous level.

Reflect on Understanding	Identify and describe how music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another). <i>Identify and describe musical characteristics that make a piece of music appropriate for a specific event or function.</i>
	Identify and describe preference for specific musical works and styles , elements of music most prominent in repertoire , how changing elements of music can affect the style of the music, and characteristics intended by the composer and/or performer to evoke a mood in a piece of music.
	Use appropriate terminology to describe and explain music.
	Use teacher or student specified criteria to evaluate a musical performance .
	<i>Show respect for personal work and the work of others through appropriate critique.</i>
<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	

Performing Ensembles – Intermediate

Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:PE.I.Cn10.a	Identify and explain the roles and impact music plays in one's life and the lives of others.
	MU:PE.I.Cn10.b	Explain reasons for selecting music citing connections to interest, purpose , and context .
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:PE.I.Cn11.a	Identify and explain how context can inform the expressive intent and meaning of a musical performance .
	MU:PE.I.Cn11.b	Identify and explain how music is affected by one's knowledge outside the arts (e.g., science, social studies, math, language arts).

Foundational Skills – Connecting	
The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Italics denote skills that are the same as the previous level.	
Reflect on Understanding	<i>Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.</i>
	<i>Recognize composers' motivations for creating the music being performed by the students.</i>
	<i>Understand the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.</i>
	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>
	<i>Identify preference for specific musical works and styles, and elements of music in repertoire.</i>
	<i>Identify and describe elements of music in repertoire.</i>
<i>Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>	
<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>	

Performing Ensembles – HS Proficient

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:PE.HSP.Cr1.a	Compose and improvise ideas for melodies, rhythmic passages , and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.
Cr2 Organize and develop artistic ideas and work	MU:PE.HSP.Cr2.a	Select and develop melodies, rhythmic passages , and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
	MU:PE.HSP.Cr2.b	Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).
Cr3 Refine and complete artistic work	MU:PE.HSP.Cr3.a	Evaluate and refine draft melodies, rhythmic passages, arrangements , and improvisations based on established criteria , including the extent to which they address identified purposes .
	MU:PE.HSP.Cr3.b	Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. Italics denote skills that are the same as the previous level.		
Improvisation		Perform , use standard notation , and audio record improvisation that is a minimum of 8 measures. Perform simple improvised melodies within an appropriate harmonic structure .
Composition		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.
		Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.
		Arrange short sections of a song using standard notation and a variety of musical elements. <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i>

Performing Ensembles – HS Proficient

Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	MU:PE.HSP.Pr4.a	Explain the criteria used in selecting the repertoire to study/ perform based on interest, music reading and performing/technical abilities.
	MU:PE.HSP.Pr4.b	Use repertoire to demonstrate a developing understanding of various musical structures and context in repertoire performed.
Pr5 Develop and refine artistic techniques and work for presentation	MU:PE.HSP.Pr5.a	Develop strategies to address technical and expressive challenges in a varied repertoire of music other sources to refine performances .
	MU:PE.HSP.Pr5.b	Use feedback from ensemble peers and other sources to refine performances .
Pr6 Convey meaning through the presentation of artistic work	MU:PE.HSP.Pr6.a	Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres .
	MU:PE.HSP.Pr6.b	Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres .
	MU:PE.HSP.Pr6.c	Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances .

Foundational Skills – Performing	
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.	
Application to Instrument	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 .
	<i>Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names.)</i>
	<i>Perform fluently with key signature and accidentals encountered in the repertoire.</i>
	Perform independent parts while others play contrasting parts (e.g., level 2-3).
	Respond to basic conducting cues (e.g., phrasing and expression).
	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>
	<i>Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.</i>
	Utilize characteristic tone of the instrument, exhibiting some control over shaping or altering tone quality to fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).
	<i>Utilize proper technique (e.g., embouchure, hand position, posture and breath).</i>
	Perform with emerging accurate intonation , balance and blend in support of the ensemble .
Tune to a given pitch and adjust to match pitch and develop awareness of tuning to self and other voices or instruments.	
<i>Perform literature from memory.</i>	
<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>	
Reflect on Understanding	Explain musical symbols encountered in repertoire .
	Explain intervals and chord structures , function of key and time signatures , simple music forms and characteristics, sounds of the instrument/voices specific to their ensemble, elements of music .
	Explain student's role within their ensemble .
	Explain whole and half step patterns in scales encountered in repertoire .
	Explain relationship between music and mathematics as it occurs in the repertoire (e.g., integer frequency relationships in overtones in chords).
	Explain one's own physical mechanics and skill level essential to playing/singing within the repertoire .
	<i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i>

Performing Ensembles – HS Proficient

Responding (Re)		
Re7 Perceive and analyze artistic work	MU:PE.HSP.Re7.a	Apply criteria to select music for specified purposes , supporting choices by citing characteristics found in the music.
	MU:PE.HSP.Re7.b	Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.
Re8 Interpret intent and meaning in artistic work	MU:PE.HSP.Re8.a	Explain and support interpretations of the expressive intent and meaning of musical works , citing as evidence the treatment of the elements of music, contexts , (when appropriate) the setting of the text , and personal research.
Re9 Apply criteria to evaluate artistic work	MU:PE.HSP.Re9.a	Evaluate works and performances based on personally- or collaboratively developed criteria , including analysis of the structure and context .

Foundational Skills – Responding

The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9. *Italics denote skills that are the same as the previous level.*

Reflect on Understanding	Explain the compositional and stylistic elements that differentiate various musical genres .
	Explain musical characteristics that make a piece of music appropriate for a specific event or function.
	Explain preference for specific musical works and styles , elements of music most prominent in repertoire , how changing elements of music can affect the style of the music, and characteristics intended by the composer and/or performer to evoke a mood in a piece of music.
	<i>Use appropriate terminology to describe and explain music.</i>
	Use student specified criteria to evaluate a musical performance .
	<i>Show respect for personal work and the work of others through appropriate critique.</i>
<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	

Performing Ensembles – HS Proficient

Connecting (Cn)

Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:PE.HSP.Cn10.a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music.
	MU:PE.HSP.Cn10.b	Apply criteria to select music for specified purposes , supporting choices by citing connections to interest, purpose , and context .
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:PE.HSP.Cn11.a	Explain and analyze how context can inform the expressive intent and meaning of a musical performance .
	MU:PE.HSP.Cn11.b	Explain and analyze how music is affected by one's knowledge outside the arts

Foundational Skills – Connecting

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. *Italics denote skills that are the same as the previous level.*

Reflect on Understanding	<i>Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.</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>Understand the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.</i>
	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>
	Distinguish musical characteristics that influence their preference for specific musical works and styles .
	Distinguish musical preferences from music and cultural judgments (e.g., I like it because...; it is good because...; It is important because...)
	<i>Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>
<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>	

Performing Ensembles – HS Accomplished

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:PE.HSA.Cr1.a	Compose and improvise ideas for arrangements , sections , and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.
Cr2 Organize and develop artistic ideas and work	MU:PE.HSA.Cr2.a	Select and develop arrangements , sections , and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
	MU:PE.HSA.Cr2.b	Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).
Cr3 Refine and complete artistic work	MU:PE.HSA.Cr3.a	Evaluate and refine draft arrangements , sections , short compositions , and improvisations based on personally developed criteria , including the extent to which they address identified purposes .
	MU:PE.HSA.Cr3.b	Share personally developed melodies , rhythmic passages , and arrangements individually or as an ensemble that address identified purposes .
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. <i>Italics denote skills that are the same as the previous level.</i>		
Improvisation	<p>Perform, use standard notation, and audio record improvisation that is a minimum of 12 measures.</p> <p>Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.</p> <p>Perform melodic and rhythmic improvised accompaniments.</p> <p>Use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble.</p> <p><i>Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.</i></p>	
Composition	<p><i>Arrange short sections of a song using standard notation and a variety of musical elements.</i></p> <p><i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i></p>	

Performing Ensembles – HS Accomplished

Performing (Pr)		
Pr4 Select , analyze , and interpret artistic work for performance	MU:PE.HSA.Pr4.a	Apply previously established criteria used in selecting the repertoire to study/ perform based on interest, music reading and performing/technical abilities.
	MU:PE.HSA.Pr4.b	Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/ perform .
	MU:PE.HSA.Pr4.c	Demonstrate how understanding the style , genre , and context of a varied repertoire of music influences prepared and improvised performances as well as performer's technical skill to connect with the audience.
Pr5 Develop and refine artistic techniques and work for presentation	MU:PE.HSA.Pr5.a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
	MU:PE.HSA.Pr5.b	Use feedback from ensemble peers and other sources to refine performances and develop effective rehearsal strategies.
Pr6 Convey meaning through the presentation of artistic work	MU:PE.HSA.Pr6.a	Demonstrate mastery of the technical demands of the music in prepared and improvised performances of a varied repertoire representing diverse cultures , styles , genres , and historical periods .
	MU:PE.HSA.Pr6.b	Demonstrate an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures , styles , genres , and historical periods .
	MU:PE.HSA.Pr6.c	Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances .

Foundational Skills – Performing	
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.	
Application to Instrument	Maintain a steady beat , without external assistance, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire .
	<i>Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names.)</i>
	<i>Perform fluently with key signature and accidentals encountered in the repertoire.</i>
	Perform independent parts while others play contrasting parts (e.g., level 3-5).
	Respond to basic conducting cues (e.g., style , multi-meter).
	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>
	<i>Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.</i>
	Utilize characteristic tone of the instrument, exhibiting control over shaping or altering tone quality to fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).
	<i>Utilize proper technique (e.g., embouchure, hand position, posture and breath).</i>
	Perform with accurate intonation , balance and blend in support of the ensemble .
	Tune to a given pitch and adjust to match pitch and demonstrate a consistent ability to tune to self and other voices or instruments.
<i>Perform literature from memory.</i>	
<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>	
Reflect on Understanding	Analyze musical symbols encountered in repertoire .
	Analyze intervals and chord structures , function of key and time signatures .
	Analyze music forms and characteristics encountered in repertoire , sounds of the instrument/voices specific to their ensemble, elements of music .
	Analyze student’s role within their ensemble .
	Analyze whole and half step patterns in scales encountered in repertoire .
	Analyze relationship between music and mathematics as it occurs in the repertoire .
	Analyze one’s own physical mechanics and skill level essential to playing/singing within the repertoire .
<i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i>	

Performing Ensembles – HS Accomplished

Responding (Re)		
Re7 Perceive and analyze artistic work	MU:PE.HSA.Re7.a	Apply criteria to select music for a variety of purposes , justifying choices citing knowledge of the music.
	MU:PE.HSA.Re7.b	Explain how the analysis of structures and contexts inform the response to music.
Re8 Interpret intent and meaning in artistic work	MU:PE.HSA.Re8.a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts , (when appropriate) the setting of the text , and varied researched sources.
Re9 Apply criteria to evaluate artistic work	MU:PE.HSA.Re9.a	Evaluate works and performances based on research as well as personally- and collaboratively developed criteria , including analysis and interpretation of the structure and context .
Foundational Skills – Responding		
The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9. Italics denote skills that are the same as the previous level.		

Reflect on Understanding	Analyze the compositional and stylistic elements that differentiate various musical genres .
	Analyze musical characteristics that make a piece of music appropriate for a specific event or function.
	Analyze specific musical characteristics that influence preference for specific musical works and styles , and elements of music most prominent in repertoire .
	Analyze how changing elements of music can affect the style of the music, and characteristics intended by the composer and/or performer to evoke a mood in a piece of music.
	<i>Use appropriate terminology to describe and Analyze music.</i>
	Analyze 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>
<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	

Performing Ensembles – HS Accomplished

Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:PE.HSA.Cn10.a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music.
	MU:PE.HSA.Cn10.b	Apply criteria to select music for a variety of purposes , justifying choices citing knowledge of the specified purpose and context .
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:PE.HSA.Cn11.a	Analyze how context can inform the expressive intent and meaning of a musical performance .
	MU:PE.HSA.Cn11.b	Analyze how music is affected by one's knowledge outside the arts.

Foundational Skills – Connecting

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Italics denote skills that are the same as the previous level.

Reflect on Understanding	<i>Identify the context in which the composer wrote the piece being performed.</i>
	<i>Recognize composers' motivations for creating the music being performed by the students.</i>
	<i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>
	<i>Understand the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.</i>
	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>
	<i>Distinguish musical characteristics that influence their preference for specific musical works and styles.</i>
	<i>Distinguish musical preferences from music and peer group judgments.</i>
	<i>Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>
<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>	

Performing Ensembles – HS Advanced

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	MU:PE.HSAdv.Cr1.a	Compose and improvise musical ideas for a variety of purposes and contexts .
Cr2 Organize and develop artistic ideas and work	MU:PE.HSAdv.Cr2.a	Select and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
	MU:PE.HSAdv.Cr2.b	Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).
Cr3 Refine and complete artistic work	MU:PE.HSAdv.Cr3.a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria .
	MU:PE.HSAdv.Cr3.b	Share personally developed arrangements , sections , and short compositions individually or as an ensemble that address identified purposes .
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. <i>Italics denote skills that are the same as the previous level.</i>		
Improvisation	<i>Perform</i> , use standard notation , and audio record improvisation that is a minimum of 24 measures.	
	<i>Perform with expression</i> , complex improvised melodies within an appropriate harmonic structure , over a chord progression .	
	<i>Perform melodic and rhythmic</i> improvised accompaniments .	
Composition	Create complete composition that is a minimum of 16 measures and is written for duet or small or large ensemble , or solo with arrangement .	
	<i>Explain and demonstrate</i> how compositional choices , such as changing musical elements within a given song, effect the song .	
	Arrange or transcribe a musical work for small or large ensemble , or solo with accompaniment. <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i>	

Performing Ensembles – HS Advanced

Performing (Pr)		
Pr4 Select , analyze , and interpret artistic work for performance	MU:PE.HSAdv.Pr4.a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble , and the purpose and context of the performance .
	MU:PE.HSAdv.Pr4.b	Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/ perform
	MU:PE.HSAdv.Pr4.c	Demonstrate how understanding the style , genre , and context of a varied repertoire of music informs prepared and improvised performances as well as performer's technical skill to connect with the audience.
Pr5 Develop and refine artistic techniques and work for presentation	MU:PE.HSAdv.Pr5.a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
	MU:PE.HSAdv.Pr5.b	Use feedback from ensemble peers and other sources to refine performances and strengthen effective rehearsal strategies.
Pr6 Convey meaning through the presentation of artistic work	MU:PE.HSAdv.Pr6.a	Demonstrate an understanding and mastery of the technical demands of the music through prepared and improvised performances of a varied repertoire representing diverse cultures , styles , genres , and historical periods in multiple types of ensembles .
	MU:PE.HSAdv.Pr6.b	Demonstrate an understanding and mastery of the expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures , styles , genres , and historical periods in multiple types of ensembles .
	MU:PE.HSAdv.Pr6.c	Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances .

Foundational Skills – Performing	
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.	
Application to Instrument	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 .
	<i>Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names.)</i>
	<i>Perform fluently with key signature and accidentals encountered in the repertoire.</i>
	Perform independent parts while others play contrasting parts (e.g., level 5-6).
	Conduct an ensemble with appropriate gestures, tempo , expression and cuing.
	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>
	<i>Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.</i>
	Utilize characteristic tone of the instrument, exhibiting fluent control over shaping or altering tone quality to fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).
	<i>Utilize proper technique (e.g., embouchure, hand position, posture and breath).</i>
	Perform with accurate intonation , balance and blend in support of the ensemble .
Tune to chords with an understanding of the importance of their pitch within the chord structure .	
<i>Perform literature from memory.</i>	
<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>	
Reflect on Understanding	Interpret musical symbols encountered in repertoire .
	Interpret intervals and chord structures , function of key and time signatures .
	Synthesize characteristics of musical structure into performance practice.
	Interpret sounds of the instrument/voices specific to their ensemble, elements of music .
	Interpret student's role within their ensemble .
	Interpret whole and half step patterns in scales encountered in repertoire .
	Interpret relationship between music and mathematics as it occurs in the repertoire .
Interpret one's own physical mechanics and skill level essential to playing/singing within the repertoire .	
<i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i>	

Performing Ensembles – HS Advanced

Responding (Re)		
Re7 Perceive and analyze artistic work	MU:PE.HSAdv.Re7.a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music.
	MU:PE.HSAdv.Re7.b	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
Re8 Interpret intent and meaning in artistic work	MU:PE.HSAdv.Re8.a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms .
Re9 Apply criteria to evaluate artistic work	MU:PE.HSAdv.Re9.a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts .

Foundational Skills – Responding
The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9. Italics denote skills that are the same as the previous level.

Reflect on Understanding	<i>Interpret</i> the compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others.
	<i>Interpret</i> musical characteristics that make a piece of music appropriate for a specific event or function.
	Defend preference for specific musical works of styles using specific musical characteristics.
	<i>Interpret</i> how changing elements of music can affect the style of the music, and characteristics intended by the composer and/or performer to evoke a mood in a piece of music.
	<i>Use appropriate terminology to describe and Interpret music.</i>
	<i>Interpret</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>
	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>

Performing Ensembles – HS Advanced

Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	MU:PE.HSAdv.Cn10.a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music.
	MU:PE.HSAdv.Cn10.b	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context .
Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding	MU:PE.HSAdv.Cn11.a	Justify how context can inform the expressive intent and meaning of a musical performance .
	MU:PE.HSAdv.Cn11.b	Analyze how music and other art forms involve and are affected by one's knowledge outside the arts

Foundational Skills – Connecting

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Italics denote skills that are the same as the previous level.

Reflect on Understanding	<i>Identify the context in which the composer wrote the piece being performed.</i>
	<i>Recognize composers' motivations for creating the music being performed by the students.</i>
	<i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>
	<i>Understand the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.</i>
	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>
	<i>Defend their preference for musical works and styles using specific musical characteristics.</i>
	<i>Distinguish musical preferences from music and peer group judgments.</i>
	<i>Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>
<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>	



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