



Arizona Arts Standards

Music K-12

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? |



Arizona Arts Standards
General Music K-8
2015

General Music – Kindergarten

| Creating (Cr) | | |
|--|-------------|---|
| Cr1 Generate and conceptualize artistic ideas | MU:K.Cr1.a | With appropriate guidance, explore , experience, and improvise musical concepts (e.g., beat, melodic contour). |
| | MU:K.Cr1.b | With appropriate guidance, explore musical features (e.g., movement, vocalizations , or instrumental accompaniments). |
| Cr2 Organize and develop artistic ideas and work | MU:K.Cr2.a | With appropriate guidance, demonstrate and choose favorite musical ideas (e.g., singing and playing instruments) |
| | MU:K.Cr2.b | With appropriate guidance , organize personal musical ideas using notation (e.g., iconic notation and/or recording technology). |
| Cr3 Refine and complete artistic work | MU:K.Cr3.a | With appropriate guidance , apply personal , peer, and teacher feedback in refining personal musical ideas . |
| | MU:K.Cr3.b | With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers. |
| Performing (Pr) | | |
| Pr4 Select, analyze, and interpret artistic work for performance | MU:K.Pr4.a | With appropriate guidance, demonstrate and state personal interest in varied musical selections. |
| | MU:K.Pr4.b | With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.g., high/low, loud/soft, same/different, fast/slow). |
| | MU:K.Pr4.c | With appropriate guidance , read and perform rhythmic and melodic patterns using notation (e.g., iconic notation). |
| | MU:K.Pr4.d | With appropriate guidance, explore musical concepts (e.g., voice quality, movement, dynamics, tempo, melodic contour). |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:K.Pr5.a | With appropriate guidance , apply personal , teacher, and peer feedback to refine performances (e.g., technique and stage presence) |
| | MU:K.Pr5.b | With appropriate guidance , use suggested strategies in rehearsal to improve expression in music. |
| Pr6 Convey meaning through the presentation of artistic work | MU:K.Pr6.a | With appropriate guidance, perform music with expression (e.g., tone, tempo). |
| | MU:K.Pr6.b | Perform appropriately for the audience and occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:K.Re7.a | With appropriate guidance , list personal musical interests. |
| | MU:K.Re7.b | With appropriate guidance, demonstrate musical concepts (e.g., beat, melodic direction). |
| Re8 Interpret intent and meaning in artistic work | MU:K.Re8.a | With appropriate guidance , identify expressive attributes that reflect creators'/performers' expressive intent (e.g., mood, emotion). |
| Re9 Apply criteria to evaluate artistic work | MU:K.Re9.a | With appropriate guidance , apply teacher-provided criteria to evaluate musical works and performances |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:K.Cn10.a | With appropriate guidance , express personal preferences in music. |
| | MU:K.Cn10.b | With appropriate guidance, explore 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). |
| Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding | MU:K.Cn11.a | With appropriate guidance, explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts). |
| | MU:K.Cn11.b | With appropriate guidance, explore how context (e.g., social, cultural, historical) can inform a performance . |

General Music – Grade 1

| Creating (Cr) | | |
|--|-------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:1.Cr1.a | With appropriate guidance , improvise musical ideas (e.g., beat , meter , and rhythm). |
| | MU:1.Cr1.b | With appropriate guidance , generate musical ideas in multiple tonalities (e.g., major, minor, modal , and pentatonic) and meters (e.g., duple, triple, simple, and compound). |
| Cr2 Organize and develop artistic ideas and work | MU:1.Cr2.a | With appropriate guidance , demonstrate and discuss personal reasons for selecting musical ideas (e.g., expressive intent). |
| | MU:1.Cr2.b | With appropriate guidance use notation to document and organize personal or collective musical ideas . |
| Cr3 Refine and complete artistic work | MU:1.Cr3.a | With appropriate guidance , discuss and apply personal , peer, and teacher feedback to refine personal musical ideas . |
| | MU:1.Cr3.b | With appropriate guidance , present a final version of personal or collective musical ideas to peers or informal audience. |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:1.Pr4.a | With appropriate guidance , demonstrate and state personal interest in varied musical selections (e.g., knowledge, purpose). |
| | MU:1.Pr4.b | With appropriate guidance , demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., beat and melodic contour). |
| | MU:1.Pr4.c | With appropriate guidance , read and perform rhythmic and melodic patterns using notation (e.g., traditional notation). |
| | MU:1.Pr4.d | Explore and describe musical concepts (e.g., voice quality, movement , dynamics , tempo , and melodic contour). |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:1.Pr5.a | With appropriate guidance , apply personal , teacher, and peer feedback to refine performance . |
| | MU:1.Pr5.b | With appropriate guidance , use suggested strategies in rehearsal to address interpretive challenges of music. |
| Pr6 Convey meaning through the presentation of artistic work | MU:1.Pr6.a | With appropriate guidance , perform music with expression (e.g., dynamics). |
| | MU:1.Pr6.b | Perform appropriately for the audience and occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:1.Re7.a | With appropriate guidance , list personal musical interests. |
| | MU:1.Re7.b | With appropriate guidance , demonstrate musical concepts in various styles of music (e.g., beat , pitch). |
| Re8 Interpret intent and meaning in artistic work | MU:1.Re8.a | With appropriate guidance , identify expressive attributes that reflect creators'/performers' expressive intent (e.g., dynamics). |
| Re9 Apply criteria to evaluate artistic work | MU:1.Re9.a | With appropriate guidance , apply teacher-provided criteria to evaluate musical works and performances . |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:1.Cn10.a | With appropriate guidance , express personal preferences in music. |
| | MU:1.Cn10.b | With appropriate guidance , explore 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). |
| Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding | MU:1.Cn11.a | With appropriate guidance , explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts). |
| | MU:1.Cn11.b | With appropriate guidance , explore how context (e.g., social , cultural , historical) can inform a performance . |

General Music – Grade 2

| Creating (Cr) | | |
|---|-------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:2.Cr1.a | Improvise rhythmic and melodic patterns and musical ideas (e.g., beat, meter, rhythm). |
| | MU:2.Cr1.b | With appropriate guidance, generate musical ideas in multiple tonalities (e.g., major, minor, modal, pentatonic) and meters (e.g., duple, triple, simple, compound). |
| Cr2 Organize and develop artistic ideas and work | MU:2.Cr2.a | Demonstrate and explain personal reasons for selecting musical ideas (e.g., patterns, ideas). |
| | MU:2.Cr2.b | Use notation to document personal or collective musical ideas (e.g., sequencing). |
| Cr3 Refine and complete artistic work | MU:2.Cr3.a | Interpret and apply personal, peer, and teacher feedback to revise personal music. |
| | MU:2.Cr3.b | Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience |
| Performing (Pr) | | |
| Pr4 Select, analyze, and interpret artistic work for performance | MU:2.Pr4.a | With appropriate guidance, demonstrate and state personal interest in varied musical selections. |
| | MU:2.Pr4.b | Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., meter, tonality). |
| | MU:2.Pr4.c | Read and perform rhythmic and melodic patterns using notation. |
| | MU:2.Pr4.d | Demonstrate an understanding of musical concepts (e.g., physical, verbal, written response) and how creators use them to convey expressive intent. |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:2.Pr5.a | Apply personal, teacher, and peer feedback to refine performance. |
| | MU:2.Pr5.b | With an appropriate level of independence, use suggested strategies in rehearsal to address interpretive challenges of music. |
| Pr6 Convey meaning through the presentation of artistic work | MU:2.Pr6.a | Perform music with appropriate expression and technique (e.g., posture, tone, breath support). |
| | MU:2.Pr6.b | Perform appropriately for the audience and occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:2.Re7.a | List and explain personal musical interests. |
| | MU:2.Re7.b | Demonstrate and identify how specific musical concepts are used in various styles of music (e.g., meter, tonality). |
| Re8 Interpret intent and meaning in artistic work | MU:2.Re8.a | Demonstrate knowledge of expressive attributes, and how they support creators'/performers' expressive intent (e.g., tempo, dynamics, mood, emotion). |
| Re9 Apply criteria to evaluate artistic work | MU:2.Re9.a | Apply teacher-provided criteria to evaluate musical works and performances. |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:2.Cn10.a | Express personal preferences in music. |
| | MU:2.Cn10.b | Explore various uses of music in daily experiences (e.g., songs of celebration, marches, T.V., movie, and video game soundtracks, dance music, work songs). |
| Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding | MU:2.Cn11.a | Explore relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, language arts). |
| | MU:2.Cn11.b | Explore how context (e.g., social, cultural, historical) can inform performance. |

General Music – Grade 3

| Creating (Cr) | | |
|---|-------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:3.Cr1.a | Improvise rhythmic and melodic ideas (e.g., beat, meter, and rhythm). |
| | MU:3.Cr1.b | Generate musical ideas (e.g., rhythms and melodies) within specified tonality and/or meter. |
| Cr2 Organize and develop artistic ideas and work | MU:3.Cr2.a | Demonstrate selected musical ideas for a simple improvisation or composition. |
| | MU:3.Cr2.b | Use notation to document personal or collective rhythmic and melodic musical ideas (e.g., sequencing). |
| Cr3 Refine and complete artistic work | MU:3.Cr3.a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate and revise personal musical ideas. |
| | MU:3.Cr3.b | Present the final version of personally or collectively created music to others and explain their creative process. |
| Performing (Pr) | | |
| Pr4 Select, analyze, and interpret artistic work for performance | MU:3.Pr4.a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. |
| | MU:3.Pr4.b | Demonstrate understanding of the form in music selected for performance. |
| | MU:3.Pr4.c | Read and perform rhythmic patterns and melodic phrases using notation. |
| | MU:3.Pr4.d | Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent). |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:3.Pr5.a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate performance. |
| | MU:3.Pr5.b | With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges. |
| Pr6 Convey meaning through the presentation of artistic work | MU:3.Pr6.a | Perform music with appropriate expression and technique (e.g., mallet placement). |
| | MU:3.Pr6.b | Demonstrate performance and audience decorum appropriate for the occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:3.Re7.a | Explain how music listening is influenced by personal interest, knowledge, purpose, and context. |
| | MU:3.Re7.b | Demonstrate and explain how musical concepts and contexts affect responses to music (e.g., personal and social). |
| Re8 Interpret intent and meaning in artistic work | MU:3.Re8.a | Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent. |
| Re9 Apply criteria to evaluate artistic work | MU:3.Re9.a | Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances. |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:3.Cn10.a | Identify pieces of music that are important to one's family |
| | MU:3.Cn10.b | Explore various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, and work songs). |
| Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding | MU:3.Cn11.a | Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts). |
| | MU:3.Cn11.b | Describe how context (e.g., social, cultural, and historical) can inform a performance. |

General Music – Grade 4

| Creating (Cr) | | |
|---|-------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:4.Cr1.a | Improvise rhythmic, melodic, and harmonic ideas (e.g., beat, meter, rhythm, harmony, and tonality). |
| | MU:4.Cr1.b | Generate musical ideas (e.g., rhythms, melodies, and simple accompaniment patterns) within related tonalities (e.g., major and minor) and meters. |
| Cr2 Organize and develop artistic ideas and work | MU:4.Cr2.a | Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition. |
| | MU:4.Cr2.b | Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g., chords). |
| Cr3 Refine and complete artistic work | MU:4.Cr3.a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time. |
| | MU:4.Cr3.b | Present the final version of personally or collectively created music to others and explain their creative process. |
| Performing (Pr) | | |
| Pr4 Select, analyze, and interpret artistic work for performance | MU:4.Pr4.a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. |
| | MU:4.Pr4.b | Demonstrate understanding of the form in music selected for performance. |
| | MU:4.Pr4.c | Read and perform using notation (e.g., syncopation). |
| | MU:4.Pr4.d | Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent). |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:4.Pr5.a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance. |
| | MU:4.Pr5.b | With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges. |
| Pr6 Convey meaning through the presentation of artistic work | MU:4.Pr6.a | Perform music with appropriate expression, technique, and interpretation. |
| | MU:4.Pr6.b | Demonstrate performance and audience decorum appropriate for the occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:4.Re7.a | Explain how music listening is influenced by personal interest, knowledge, purpose, and context. |
| | MU:4.Re7.b | Demonstrate and explain how musical concepts and contexts affect responses to music. |
| Re8 Interpret intent and meaning in artistic work | MU:4.Re8.a | Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent. |
| Re9 Apply criteria to evaluate artistic work | MU:4.Re9.a | Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances. |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:4.Cn10.a | Identify pieces of music that are important to one's family or cultural heritage. |
| | MU:4.Cn10.b | Describe the roles and impact various musics play in one's life and the lives of others. |
| Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding | MU:4.Cn11.a | Explore and describe relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts). |
| | MU:4.Cn11.b | Describe how context (e.g., social, cultural, and historical) can inform a performance. |

General Music – Grade 5

| Creating (Cr) | | |
|--|-------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:5.Cr1.a | Improvise rhythmic , melodic, and harmonic ideas (e.g., beat , meter , rhythm , harmony , and tonality). |
| | MU:5.Cr1.b | Generate musical ideas (e.g., rhythms , melodies , and accompaniment patterns) within related tonalities, meters , and simple chord changes. |
| Cr2 Organize and develop artistic ideas and work | MU:5.Cr2.a | Demonstrate selected and developed musical ideas for improvisations , arrangements , or compositions . |
| | MU:5.Cr2.b | Use notation to document personal or collective rhythmic , melodic, and two- or three-chord harmonic musical ideas (e.g., chords). |
| Cr3 Refine and complete artistic work | MU:5.Cr3.a | Describe the rationale for revising the music based on evaluation criteria and feedback from their teacher. |
| | MU:5.Cr3.b | Present the final version of personally or collectively created music to others and explain their creative process. |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:5.Pr4.a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context . |
| | MU:5.Pr4.b | Demonstrate understanding of the form in music selected for performance . |
| | MU:5.Pr4.c | Read and perform using notation (e.g., syncopation). |
| | MU:5.Pr4.d | Demonstrate an understanding of musical concepts (e.g., physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent). |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:5.Pr5.a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance . |
| | MU:5.Pr5.b | With an appropriate level of independence rehearse to refine technique, expression , and identified performance challenges. |
| Pr6 Convey meaning through the presentation of artistic work | MU:5.Pr6.a | Perform music with appropriate expression , technique, and interpretation . |
| | MU:5.Pr6.b | Demonstrate performance and audience decorum appropriate for the occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:5.Re7.a | Explain how music listening is influenced by personal interest, knowledge, purpose , and context . |
| | MU:5.Re7.b | Demonstrate and explain how musical concepts and contexts affect responses to music. |
| Re8 Interpret intent and meaning in artistic work | MU:5.Re8.a | Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent . |
| Re9 Apply criteria to evaluate artistic work | MU:5.Re9.a | Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances . |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:5.Cn10.a | Explain why particular pieces of music are important to one's family or cultural heritage. |
| | MU:5.Cn10.b | Describe the roles and impact various musics play in one's life and the lives of others. |
| Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding | MU:5.Cn11.a | Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts). |
| | MU:5.Cn11.b | Describe how context (e.g., social , cultural , and historical) can inform a performance . |

General Music – Grade 6

| Creating (Cr) | | |
|--|-------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:6.Cr1.a | Improvise rhythmic , melodic, and harmonic ideas within a specified form (e.g., AB , ABA , rondo , theme and variations , etc.). |
| | MU:6.Cr1.b | Generate musical ideas (e.g., rhythms , melodies , and accompaniment patterns) within related tonalities, meters , and simple chord changes within a specified form . |
| Cr2 Organize and develop artistic ideas and work | MU:6.Cr2.a | Demonstrate selected and developed ideas for improvisations , arrangements , or compositions with (e.g., defined beginning, middle, and ending). |
| | MU:6.Cr2.b | Use notation to document personal or collective rhythmic , melodic, and two- or three-chord harmonic musical ideas (e.g., chords). |
| Cr3 Refine and complete artistic work | MU:6.Cr3.a | Describe the rationale for revising the music based on evaluation criteria and feedback from their teacher. |
| | MU:6.Cr3.b | Present the final version of personally or collectively created music to others and explain their creative process. |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:6.Pr4.a | Select music to perform using teacher-provided criteria . |
| | MU:6.Pr4.b | Demonstrate understanding of the form in music selected for performance . |
| | MU:6.Pr4.c | Read and perform using notation (e.g., syncopation). |
| | MU:6.Pr4.d | Explain how interpretation is connected to expressive intent (e.g., Context) |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:6.Pr5.a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance . |
| | MU:6.Pr5.b | With an appropriate level of independence rehearse to refine technique, expression , and identified performance challenges. |
| Pr6 Convey meaning through the presentation of artistic work | MU:6.Pr6.a | Perform music with appropriate expression , technique, and interpretation . |
| | MU:6.Pr6.b | Demonstrate performance and audience decorum appropriate for the occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:6.Re7.a | Compare and contrast one's listening preferences with those of others. |
| | MU:6.Re7.b | Demonstrate and explain how musical concepts and contexts affect responses to music. |
| Re8 Interpret intent and meaning in artistic work | MU:6.Re8.a | Demonstrate and describe expressive attributes and context and how they support creators' / performers' expressive intent . |
| Re9 Apply criteria to evaluate artistic work | MU:6.Re9.a | Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances . |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:6.Cn10.a | Explain why particular pieces of music are important to one's family or cultural heritage. |
| | MU:6.Cn10.b | Reflect on and discuss the roles and impact various musics play in one's life and the lives of others. |
| Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding | MU:6.Cn11.a | Explain relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts). |
| | MU:6.Cn11.b | Identify and describe how context (e.g., social , cultural , and historical) can inform a performance . |

General Music – Grade 7

| Creating (Cr) | | |
|---|-------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:7.Cr1.a | Improvise rhythmic, melodic, and harmonic phrases within a specified form (e.g., AB, ABA, rondo, theme and variations, etc.). |
| | MU:7.Cr1.b | Generate coherent musical ideas (e.g., rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form. |
| Cr2 Organize and develop artistic ideas and work | MU:7.Cr2.a | Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., with unity and variety). |
| | MU:7.Cr2.b | Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences. |
| Cr3 Refine and complete artistic work | MU:7.Cr3.a | Describe the rationale for revising the music based on evaluation criteria and feedback from others (teacher and peers). |
| | MU:7.Cr3.b | Present the final version of their documented personally or collectively created music to others and explain their creative process and intent. |
| Performing (Pr) | | |
| Pr4 Select, analyze, and interpret artistic work for performance | MU:7.Pr4.a | Select music to perform using teacher-provided criteria and explain reasons for choices. |
| | MU:7.Pr4.b | Demonstrate understanding of the form in music selected for performance. |
| | MU:7.Pr4.c | Read and perform using notation (e.g., syncopation). |
| | MU:7.Pr4.d | Explain how interpretation is connected to expressive intent in various musics. |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:7.Pr5.a | Apply collaboratively developed criteria and feedback to evaluate personal and ensemble performance. |
| | MU:7.Pr5.b | With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges. |
| Pr6 Convey meaning through the presentation of artistic work | MU:7.Pr6.a | Perform music with appropriate expression, technique, and interpretation. |
| | MU:7.Pr6.b | Demonstrate performance and audience decorum appropriate for the occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:7.Re7.a | Compare and contrast one's listening preferences with those of others. |
| | MU:7.Re7.b | Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (e.g., personal and social). |
| Re8 Interpret intent and meaning in artistic work | MU:7.Re8.a | Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent. |
| Re9 Apply criteria to evaluate artistic work | MU:7.Re9.a | Apply collaboratively developed criteria to evaluate musical works and performances. |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:7.Cn10.a | Identify examples of how music helps to create a sense of identity, community, and solidarity. |
| | MU:7.Cn10.b | Reflect on and discuss the roles and impact various musics play in one's life and the lives of others. |
| Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding | MU:7.Cn11.a | Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts). |
| | MU:7.Cn11.b | Identify and explain how context (e.g., social, cultural, and historical) can inform a performance. |

General Music – Grade 8

| Creating (Cr) | | |
|--|-------------|---|
| Cr1 Generate and conceptualize artistic ideas | MU:8.Cr1.a | Improvise rhythmic , melodic, and harmonic ideas within expanded forms (e.g., introductions, transitions, codas, etc.). |
| | MU:8.Cr1.b | Generate coherent musical ideas (e.g., rhythms , melodies , and accompaniment patterns) within related tonalities, meters , and simple chord changes within a specified form . |
| Cr2 Organize and develop artistic ideas and work | MU:8.Cr2.a | Demonstrate and document selected and developed ideas for improvisations , arrangements , or compositions (e.g., unity , variety , balance, tension, and release). |
| | MU:8.Cr2.b | Use notation to document personal or collective rhythmic phrases , melodic phrases , and harmonic sequences . |
| Cr3 Refine and complete artistic work | MU:8.Cr3.a | Describe the rationale for revising the music based on evaluation criteria and feedback from others (teacher and peers). |
| | MU:8.Cr3.b | Present the final version of their documented personally or collectively created music to others and explain their creative process and intent . |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:8.Pr4.a | Select music to perform using personally developed criteria and explain reasons for choices. |
| | MU:8.Pr4.b | Compare and contrast the form in music selected for performance . |
| | MU:8.Pr4.c | Read and perform using notation (e.g., syncopation). |
| | MU:8.Pr4.d | Explain how interpretation is connected to expressive intent in various musics. |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:8.Pr5.a | Apply personally and/or collaboratively developed criteria and feedback to evaluate personal and ensemble performance . |
| | MU:8.Pr5.b | With an appropriate level of independence rehearse to refine technique, expression , and identified performance challenges. |
| Pr6 Convey meaning through the presentation of artistic work | MU:8.Pr6.a | Perform music with appropriate expression , technique, and interpretation . |
| | MU:8.Pr6.b | Demonstrate performance and audience decorum appropriate for the occasion. |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:8.Re7.a | Compare and contrast one's listening preferences with those of others. |
| | MU:8.Re7.b | Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music. |
| Re8 Interpret intent and meaning in artistic work | MU:8.Re8.a | Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent . |
| Re9 Apply criteria to evaluate artistic work | MU:8.Re9.a | Apply personally and/or collaboratively developed criteria to evaluate musical works and performances . |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:8.Cn10.a | Explain how music helps to create a sense of identity, community, and solidarity. |
| | MU:8.Cn10.b | Reflect on and discuss the roles and impact various musics play in one's life and the lives of others. |
| Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding | MU:8.Cn11.a | Synthesize relationships between music and other content areas (e.g., dance, visual art, dramatic arts, literature, science, math, social studies, and language arts). |
| | MU:8.Cn11.b | Identify and explain how context (e.g., social , cultural , and historical) can inform a performance . |



Arizona Arts Standards

Harmonizing Instruments

2015

Harmonizing Instruments – Novice

| Creating (Cr) | | |
|--|---|--|
| Cr1 Generate and conceptualize artistic ideas | MU:HI.N.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for simple melodies (such as two- phrase) and chordal accompaniments for given melodies . |
| Cr2 Organize and develop artistic ideas and work | MU:HI.N.Cr2.a | Select , develop, and use standard notation or audio/video recording to document melodic, rhythmic , and harmonic ideas for drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies . |
| Cr3 Refine and complete artistic work | MU:HI.N.Cr3.a | Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies . |
| | MU:HI.N.Cr3.b | Share final versions of simple melodies (such as two- phrase) and chordal accompaniments for given melodies , demonstrating an understanding of how to develop and organize personal musical ideas . |
| 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 consistent with the genre (e.g., lead sheet), 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). | | |

Harmonizing Instruments – Novice

| Performing (Pr) | | |
|--|---------------|---|
| Pr4 Select , analyze , and interpret artistic work for performance | MU:HI.N.Pr4.a | Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill , as well as the context of the performances . |
| | MU:HI.N.Pr4.b | Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments selected for performance , including some based on reading standard notation . |
| | MU:HI.N.Pr4.c | Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces , and chordal accompaniments. |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:HI.N.Pr5.a | Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments selected for performance , and apply practice strategies to address performance challenges and refine the performances . |
| Pr6 Convey meaning through the presentation of artistic work | MU:HI.N.Pr6.a | Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments, demonstrating understanding of the audience and the context . |
| 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 . |
| | 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 chords: Guitar (e.g., major and minor chords in 1st position), Piano (e.g., I-V6/5 chords in left hand in 3#’s-3b’s major) |
| | 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 using appropriate technique as specified in the repertoire . |
| | Perform individually repertoire that includes music in two parts (e.g., accompaniment and melody). |
| | Perform dynamics , timbre , tempo , phrasing , and articulation in the repertoire . |
| | Utilize a basic characteristic tone. |
| | Utilize proper hand position and posture. |
| | Perform with awareness of intonation (e.g., guitar) and ensemble . |
| | Tune with teacher assistance. |
| Perform literature from memory. | |
| Demonstrate proper care 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, simple music forms and characteristics, elements of music (e.g., rhythm , melody). |
| | Identify and describe student’s role (e.g., melody , harmony , accompaniment, foreground/background) within an 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 . |
| | Identify and describe one’s own physical mechanics and skill level essential to playing the repertoire . |
| | Identify and describe adjusting to the acoustic properties and the effect on the performers and the performance space. |

Harmonizing Instruments – Novice

| Responding (Re) | | |
|--|---------------|---|
| Re7 Perceive and analyze artistic work | MU:HI.N.Re7.a | Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose , or personal experience. |
| | MU:HI.N.Re7.b | Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response. |
| Re8 Interpret intent and meaning in artistic work | MU:HI.N.Re8.a | Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music , context (personal or social), and (when appropriate) the setting of the text . |
| Re9 Apply criteria to evaluate artistic work | MU:HI.N.Re9.a | Identify and describe how interest, experiences, and contexts (personal or social) effect 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 . | |

Harmonizing Instruments – Novice

Connecting (Cn)

| | | |
|--|----------------|--|
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:HI.N.Cn10.a | Identify and discuss the roles and impact music plays in one's life and the lives of others. |
| | MU:HI.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:HI.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:HI.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 and describe preference for specific musical works and styles , and elements of music . |
| | 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. | |

Harmonizing Instruments – Intermediate

| Creating (Cr) | | |
|---|--|--|
| Cr1 Generate and conceptualize artistic ideas | MU:HI.1.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies . |
| Cr2 Organize and develop artistic ideas and work | MU:HI.1.Cr2.a | Select , develop, and use standard notation and audio/video recording to document melodic, rhythmic , and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies . |
| Cr3 Refine and complete artistic work | MU:HI.1.Cr3.a | Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies . |
| | MU:HI.1.Cr3.b | Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies , demonstrating an understanding of how to develop and organize personal musical ideas . |
| 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 consistent with the genre (e.g., lead sheet), 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> | |
| | <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> | |
| Composition | <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> | |

Harmonizing Instruments – Intermediate

| Performing (Pr) | | |
|--|---------------|---|
| Pr4 Select, analyze, and interpret artistic work for performance | MU:HI.1.Pr4.a | Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances . |
| | MU:HI.1.Pr4.b | Identify prominent melodic, harmonic, and structural characteristics and context (social , cultural , or historical) in a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments selected for performance , including some based on reading standard notation . |
| | MU:HI.1.Pr4.c | Demonstrate and describe in interpretations an understanding of the context (social , cultural , or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces , and chordal accompaniments. |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:HI.1.Pr5.a | Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments selected for performance , and identify practice strategies to address performance challenges and refine the performances . |
| Pr6 Convey meaning through the presentation of artistic work | MU:HI.1.Pr6.a | Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces , and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical). |

| 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 . |
| | Utilize musical symbols encountered in the repertoire . |
| | <i>Perform fluently with key signature and accidentals encountered in the repertoire.</i> |
| | Perform chords: Guitar (e.g., V7 chords in 1st through 3rd position(s)), Piano (e.g., I-IV-V6/5-I6 in left hand in 3#'s-3b's major) |
| | 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 using appropriate technique as specified in the repertoire.</i> |
| | <i>Perform individually repertoire that includes music in two parts (e.g., accompaniment and melody).</i> |
| | <i>Perform dynamics, timbre, tempo, phrasing, and articulation in the repertoire.</i> |
| | Utilize a basic characteristic tone with greater stability. |
| | <i>Utilize proper hand position and posture.</i> |
| | Perform with awareness of intonation (e.g., guitar), ensemble , balance and blend. |
| Tune with teacher guidance . | |
| <i>Perform literature from memory.</i> | |
| <i>Demonstrate proper care and maintenance of instrument.</i> | |
| Reflect on Understanding | Identify and describe musical symbols encountered in repertoire . |
| | Identify and describe steps and skips, key and time signatures , elements of music . |
| | <i>Identify and describe student's role within an ensemble.</i> |
| | <i>Identify and describe whole and half step patterns in scales encountered in repertoire.</i> |
| | <i>Identify and describe relationship between music and mathematics as it occurs in the repertoire.</i> |
| | <i>Identify and describe one's own physical mechanics and skill level essential to playing the repertoire.</i> |
| | <i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i> |

Harmonizing Instruments – Intermediate

| Responding (Re) | | |
|--|---------------|--|
| Re7 Perceive and analyze artistic work | MU:HI.1.Re7.a | Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose , and context . |
| | MU:HI.1.Re7.b | Describe how the way that the elements of music are manipulated, and knowledge of the context (social and cultural) inform the response. |
| Re8 Interpret intent and meaning in artistic work | MU:HI.1.Re8.a | Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music , context , and (when appropriate) the setting of the text . |
| Re9 Apply criteria to evaluate artistic work | MU:HI.1.Re9.a | Explain the influence of experiences and contexts (personal , social , or cultural) on interest in and the evaluation of a varied repertoire 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 , 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 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> |

Harmonizing Instruments – Intermediate

Connecting (Cn)

| | | |
|--|----------------|---|
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:HI.I.Cn10.a | Identify and explain the roles and impact music plays in one's life and the lives of others. |
| | MU:HI.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:HI.I.Cn11.a | Identify and explain how context can inform the expressive intent and meaning of a musical performance . |
| | MU:HI.I.Cn11.b | Identify and explain 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> |
| | <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> |
| | Identify and describe preference for specific musical works and styles , and elements of music in repertoire. <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> |

Harmonizing Instruments – HS Proficient

| Creating (Cr) | | |
|--|---|--|
| Cr1 Generate and conceptualize artistic ideas | MU:HI.HSP.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for improvisations, compositions (forms such as theme and variations or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming and finger picking patterns). |
| Cr2 Organize and develop artistic ideas and work | MU:HI.HSP.Cr2.a | Select , develop, and use standard notation and audio/video recording to document melodic, rhythmic , and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variations or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns). |
| Cr3 Refine and complete artistic work | MU:HI.HSP.Cr3.a | Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variations or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns). |
| | MU:HI.HSP.Cr3.b | Perform final versions of improvisations, compositions (forms such as theme and variations or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas . |
| 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 | Perform , use standard notation consistent with the genre , 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. | |
| | Transpose, arrange, and/or transcribe music. | |
| | <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i> | |

Harmonizing Instruments – HS Proficient

| Performing (Pr) | | |
|--|-----------------|---|
| Pr4 Select, analyze, and interpret artistic work for performance | MU:HI.HSP.Pr4.a | Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations , and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns). |
| | MU:HI.HSP.Pr4.b | Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations , and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns). |
| | MU:HI.HSP.Pr4.c | Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations , and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns). |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:HI.HSP.Pr5.a | Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations , and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances . |

| | | |
|---|--|--|
| <p>Pr6 Convey meaning through the presentation of artistic work</p> | <p>MU:HI.HSP.Pr6.a</p> | <p>Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</p> |
| <p>Foundational Skills – Performing</p> <p>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.</p> | | |
| <p>Application to Instrument</p> | <p>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 encountered in the repertoire.</i> <i>Perform fluently with key signature and accidentals encountered in the repertoire.</i></p> | <p>Perform chords: Guitar (e.g., major, minor, V7 and barre), Piano (e.g., I-IV-V6/5-I6 in both hands in 3#’s-3b’s major)</p> |
| | <p>Perform independent parts while others play contrasting parts (e.g., level 2-3).</p> | <p>Respond to basic conducting cues (e.g., phrasing and expression).</p> |
| | <p><i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i></p> | <p>Perform individually repertoire that includes two voices (contrapuntal texture).</p> |
| | <p><i>Perform dynamics, timbre, tempo, phrasing, and articulation in the repertoire.</i></p> | <p><i>Utilize a basic characteristic tone with greater stability.</i></p> |
| | <p><i>Utilize proper hand position and posture.</i></p> | <p>Perform with emerging accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.</p> |
| | <p>Tune instrument to a given pitch and adjust to match pitch and develop awareness of tuning to self and others.</p> | <p><i>Perform literature from memory.</i></p> |
| | <p><i>Perform literature from memory.</i></p> | <p><i>Demonstrate proper care and maintenance of instrument.</i></p> |
| | <p><i>Demonstrate proper care and maintenance of instrument.</i></p> | <p>Explain musical symbols encountered in repertoire.</p> |
| | <p>Explain intervals and chord structures, the function of key and time signatures, elements of music.</p> | <p>Explain student’s role within an ensemble.</p> |
| | <p>Explain whole and half step patterns in scales encountered in repertoire.</p> | <p>Explain the relationship between music and mathematics as it occurs in the repertoire.</p> |
| | <p>Explain one’s own physical mechanics and skill level essential to playing the repertoire.</p> | <p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p> |
| | <p>Reflect on Understanding</p> | <p>Explain musical symbols encountered in repertoire.</p> |
| <p>Explain student’s role within an ensemble.</p> | | <p>Explain whole and half step patterns in scales encountered in repertoire.</p> |
| <p>Explain the relationship between music and mathematics as it occurs in the repertoire.</p> | | <p>Explain one’s own physical mechanics and skill level essential to playing the repertoire.</p> |
| <p>Explain one’s own physical mechanics and skill level essential to playing the repertoire.</p> | | <p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p> |
| <p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p> | | <p>Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> |
| <p>Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> | | <p>Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> |
| <p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p> | | <p>Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> |

Harmonizing Instruments – HS Proficient

| <p>Responding (Re)</p> | | |
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| <p>Re7 Perceive and analyze artistic work</p> | <p>MU:HI.HSP.Re7.a</p> | <p>Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> |
| | <p>MU:HI.HSP.Re7.b</p> | <p>Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.</p> |
| <p>Re8 Interpret intent and meaning in artistic work</p> | <p>MU:HI.HSP.Re8.a</p> | <p>Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> |

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| Re9 Apply criteria to evaluate artistic work | MU:HI.HSP.Re9.a | Develop and apply teacher-provided and established criteria based on personal preference , analysis , and context (personal , social , and cultural) to evaluate individual and small group musical selections for listening. |
| 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 , 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> |

Harmonizing Instruments – HS Proficient

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|--|------------------|---|
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:HI.HSP.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music. |
| | MU:HI.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:HI.HSP.Cn11.a | Explain and analyze how context can inform the expressive intent and meaning of a musical performance . |
| | MU:HI.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 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> |

Harmonizing Instruments – HS Accomplished

| Creating (Cr) | | |
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| Cr1 Generate and conceptualize artistic ideas | MU:HI.HSA.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies . |
| Cr2 Organize and develop artistic ideas and work | MU:HI.HSA.Cr2.a | Select , develop, and use standard notation and audio/video recording to document melodic, rhythmic , and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies . |
| Cr3 Refine and complete artistic work | MU:HI.HSA.Cr3.a | Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies . |
| | MU:HI.HSA.Cr3.b | Perform final versions of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas . |
| 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 | Perform , use standard notation , consistent with the genre and audio record improvisation that is a minimum of 12 measures. | |
| | Perform with expression , complex improvised melodies within an appropriate harmonic structure , over a chord progression . | |
| Composition | Use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble . | |
| | <i>Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.</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> | |

Harmonizing Instruments – HS Accomplished

| Performing (Pr) | | |
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| MU:HI.HSA.Pr4 Select , analyze , and interpret artistic work for performance | MU:HI.HSA.Pr4.a | Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies , repertoire pieces , improvisations , and chordal accompaniments in a variety of styles . |
| | MU:HI.HSA.Pr4.b | Identify and describe important theoretical and structural characteristics and context (social , cultural , and historical) in a varied repertoire of music that includes melodies , repertoire pieces , improvisations , and chordal accompaniments in a variety of styles . |
| | MU:HI.HSA.Pr4.c | Explain in interpretations the context (social , cultural , and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces , improvisations , and chordal accompaniments in a variety of styles . |
| MU:HI.HSA.Pr5 Develop and refine artistic techniques and work for presentation | MU:HI.HSA.Pr5.a | Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies , repertoire pieces , improvisations , and chordal accompaniments in a variety of styles , and create rehearsal strategies to address performance challenges and refine the performances . |
| MU:HI.HSA.Pr6 Convey meaning through the presentation of artistic work | MU:HI.HSA.Pr6.a | Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire of music that includes melodies , repertoire pieces , improvisations , and chordal accompaniments in a variety of styles , demonstrating sensitivity to the audience and an understanding of the context (social , cultural , and historical). |

| Foundational Skills – Performing | |
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| 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 encountered in the repertoire.</i> |
| | <i>Perform fluently with key signature and accidentals encountered in the repertoire.</i> |
| | Perform chords: Guitar (e.g., diminished and augmented), Piano (e.g., diminished and minor 3#’s-3b’s) |
| | 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 using appropriate technique as specified in the repertoire.</i> |
| | Perform repertoire that includes two voices (contrapuntal texture). |
| | <i>Perform dynamics, timbre, tempo, phrasing, and articulation in the repertoire.</i> |
| | <i>Utilize a basic characteristic tone with greater stability.</i> |
| | <i>Utilize proper hand position and posture.</i> |
| | Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble . |
| | Tune instrument to a given pitch and adjust to match pitch and demonstrate a consistent ability to tune to self and others. |
| <i>Perform literature from memory.</i> | |
| <i>Demonstrate proper care and maintenance of instrument.</i> | |
| Reflect on Understanding | Analyze musical symbols encountered in repertoire . |
| | Analyze intervals and chord structures , the function of key and time signatures , elements of music . |
| | Analyze student’s role within an ensemble . |
| | Analyze whole and half step patterns in scales encountered in repertoire . |
| | Analyze the relationship between music and mathematics as it occurs in the repertoire . |
| | Analyze one’s own physical mechanics and skill level essential to playing the repertoire . |
| <i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i> | |

Harmonizing Instruments – HS Accomplished

| Responding (Re) | | |
|---|-----------------|---|
| MU:HI.HSA.Re7 Perceive and analyze artistic work | MU:HI.HSA.Re7.a | Apply criteria to select music for a variety of purposes , justifying choices citing knowledge of the music and the specified purpose and context . |
| | MU:HI.HSA.Re7.b | Explain how the analysis of the structures and context (social , cultural , and historical) of contrasting musical selections inform the response. |
| MU:HI.HSA.Re8 Interpret intent and meaning in artistic work | MU:HI.HSA.Re8.a | Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music , context (personal , social , and cultural), and (when appropriate) the setting of the text , and varied researched sources. |
| MU:HI.HSA.Re9 Apply criteria to evaluate artistic work | MU:HI.HSA.Re9.a | Apply personally developed and established criteria based on research, personal preference, analysis , interpretation , expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening. |

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.

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| 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 preference for specific musical works and styles, elements of music most prominent in repertoire , 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> |
| | 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> |

Harmonizing Instruments – HS Accomplished

Connecting (Cn)

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| MU:HI.HSA.Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:HI.HSA.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music. |
| | MU:HI.HSA.Cn10.b | Apply criteria to select music for a variety of purposes , justifying choices citing knowledge of the specified purpose and context . |
| MU:HI.HSA.Cn11 Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding | MU:HI.HSA.Cn11.a | Analyze how context can inform the expressive intent and meaning of a musical performance . |
| | MU:HI.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.

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| 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>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 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> | |

Harmonizing Instruments – HS Advanced

| Creating (Cr) | | |
|---|---|---|
| MU:HI.HSAdv.Cr1 Generate and conceptualize artistic ideas | MU:HI.HSAdv.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles , and stylistically appropriate harmonizations for given melodies . |
| MU:HI.HSAdv.Cr2 Organize and develop artistic ideas and work | MU:HI.HSAdv.Cr2.a | Select , develop, and use standard notation and audio/video recording to document melodic, rhythmic , and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles , and stylistically appropriate harmonizations for given melodies . |
| MU:HI.HSAdv.Cr3 Refine and complete artistic work | MU:HI.HSAdv.Cr3.a | Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles , and stylistically appropriate harmonizations for given melodies . |
| | MU:HI.HSAdv.Cr3.b | Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles , and stylistically appropriate harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas . |
| 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 , consistent with the genre and audio record improvisation that is a minimum of 24 measures. | |
| | <i>Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.</i> | |
| Composition | Create complete composition that is a minimum of 16 measures using student chosen guidelines and any notational system for solo with accompaniment or ensemble . | |
| | <i>Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.</i> | |
| | <i>Arrange short sections of a song using standard notation and a variety of musical elements.</i> <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i> | |

Harmonizing Instruments – HS Advanced

| Performing (Pr) | | |
|---|-------------------|--|
| MU:HI.HSAdv.Pr4 Select , analyze , and interpret artistic work for performance | MU:HI.HSAdv.Pr4.a | Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies , repertoire pieces , stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles . |
| | MU:HI.HSAdv.Pr4.b | Identify and describe important theoretical and structural characteristics and context (social , cultural , and historical) in a varied repertoire of music selected for performance programs that includes melodies , repertoire pieces , stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles . |
| | MU:HI.HSAdv.Pr4.c | Explain and present interpretations that demonstrate and describe the context (social , cultural , and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies , repertoire pieces , stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles . |
| MU:HI.HSAdv.Pr5 Develop and refine artistic techniques and work for presentation | MU:HI.HSAdv.Pr5.a | Develop and apply criteria , including feedback from multiple sources, to critique varied programs of music repertoire (melodies , repertoire pieces , stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance , and create rehearsal strategies to address performance challenges and refine the performances . |

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| <p>MU:HI.HSAdv.Pr6 Convey meaning through the presentation of artistic work</p> | <p>MU:HI.HSAdv.Pr6.a</p> | <p>Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p> |
| <p>Foundational Skills – Performing</p> <p>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.</p> | | |
| <p>Application to Instrument</p> | <p>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.</p> | |
| | <p><i>Utilize musical symbols encountered in the repertoire.</i></p> | |
| | <p><i>Perform fluently with key signature and accidentals encountered in the repertoire.</i></p> | |
| | <p>Perform chords: Guitar (e.g., all chords, multiple voicing), Piano (e.g., all chords)</p> | |
| | <p>Perform independent parts while others play contrasting parts (e.g., level 5-6).</p> | |
| | <p>Conduct an ensemble with appropriate gestures, tempo, expression and cuing.</p> | |
| | <p><i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i></p> | |
| | <p>Perform individually repertoire that includes two active voices (counterpoint).</p> | |
| | <p><i>Perform dynamics, timbre, tempo, phrasing, and articulation in the repertoire.</i></p> | |
| | <p>Perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound.</p> | |
| | <p><i>Utilize proper hand position and posture.</i></p> | |
| | <p>Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.</p> | |
| <p>Tune to chords with an understanding of the importance of their pitch within the chord structure.</p> | | |
| <p><i>Perform literature from memory. Demonstrate proper care and maintenance of instrument.</i></p> | | |
| <p>Reflect on Understanding</p> | <p>Interpret musical symbols encountered in repertoire.</p> | |
| | <p>Interpret intervals and chord structures, the function of key and time signatures, elements of music.</p> | |
| | <p>Synthesize characteristics of musical structure into performance practice.</p> | |
| | <p>Interpret student’s role within an ensemble.</p> | |
| | <p>Interpret whole and half step patterns in scales encountered in repertoire.</p> | |
| | <p>Interpret the relationship between music and mathematics as it occurs in the repertoire.</p> | |
| | <p>Interpret one’s own physical mechanics and skill level essential to playing the repertoire. <i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p> | |

Harmonizing Instruments – HS Advanced

| Responding (Re) | | |
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| <p>MU:HI.HSAdv.Re7 Perceive and analyze artistic work</p> | <p>MU:HI.HSAdv.Re7.a</p> | <p>Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.</p> |
| | <p>MU:HI.HSAdv.Re7.b</p> | <p>Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.</p> |
| <p>MU:HI.HSAdv.Re8 Interpret intent and meaning in artistic work</p> | <p>MU:HI.HSAdv.Re8.a</p> | <p>Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.</p> |

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| MU:HI.HSAdv.Re9 Apply <i>criteria</i> to evaluate artistic work | MU:HI.HSAdv.Re9.a | Develop and justify evaluations of a <i>variety</i> of individual and small group musical selections for listening based on <i>personally developed</i> and <i>established criteria</i> , <i>personal</i> decision making, and knowledge and understanding of <i>context</i> . |
| 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. <i>Italics denote skills that are the same as the previous level.</i> | | |
| Reflect on Understanding | | <i>Interpret</i> the compositional and stylistic elements that differentiate various musical <i>genres</i> to their own <i>performance</i> or the <i>performance</i> of others. |
| | | <i>Interpret</i> musical characteristics that make a <i>piece</i> of music appropriate for a specific event or function. |
| | | Defend preference for specific <i>musical works</i> of <i>styles</i> using specific musical characteristics. |
| | | <i>Interpret elements of music</i> most prominent in <i>repertoire</i> , and characteristics intended by the <i>composer</i> and/or <i>performer</i> to evoke a <i>mood</i> in a <i>piece</i> of music. |
| | | <i>Use appropriate terminology to describe and explain music.</i> |
| | | <i>Interpret</i> musical experiences orally and in writing with appropriate critique and terminology. |
| | | <i>Show respect for <i>personal</i> work and the work of others through appropriate critique.</i> |
| | <i>Evaluate the effect of audience and <i>performers'</i> behavior on the <i>performance</i>.</i> | |

Harmonizing Instruments – HS Advanced

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| Connecting (Cn) | | |
| MU:HI.HSAdv.Cn10 Synthesize and relate knowledge and <i>personal</i> experiences to make art | MU:HI.HSAdv.Cn10.a | <i>Demonstrate</i> how interests, knowledge, and skills relate to <i>personal</i> choices and <i>intent</i> when creating, <i>performing</i> , and <i>responding</i> to music. |
| | MU:HI.HSAdv.Cn10.b | Use research and personally developed <i>criteria</i> to justify choices made when selecting music, citing knowledge of the music, and individual and <i>ensemble purpose</i> and <i>context</i> . |
| MU:HI.HSAdv.Cn11 Relate artistic ideas and works with societal, <i>cultural</i> , and <i>historical context</i> to deepen understanding | MU:HI.HSAdv.Cn11.a | Justify how <i>context</i> can inform the <i>expressive intent</i> and meaning of a musical <i>performance</i> . |
| | MU:HI.HSAdv.Cn11.b | Analyze how music and other art <i>forms</i> 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. <i>Italics denote skills that are the same as the previous level.</i> | | |
| Reflect on Understanding | | <i>Identify the <i>context</i> (e.g., <i>historical</i>, <i>social</i>, <i>cultural</i>) in which the <i>composer</i> wrote the <i>piece</i> being performed.</i> |
| | | <i>Recognize <i>composers'</i> motivations for creating the music being performed by the students.</i> |
| | | <i>Investigate and apply the developmental and <i>historical</i> characteristics of instrumental music to <i>performance</i> practice.</i> |
| | | <i>Understand the relationship between music and various functions/events, including the musical characteristics that make a <i>piece</i> of music appropriate for a specific event or function.</i> |
| | | <i>Understand the <i>connections</i> between music and other content areas as encountered in the <i>repertoire</i>, including <i>text settings</i>.</i> |
| | | Defend preference for <i>musical works</i> and <i>styles</i> using specific musical characteristics. |
| | | <i>Describe <i>personal</i> 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> | |



Arizona Arts Standards

Performing Ensembles

2015

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 . | |

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|---|--|
| 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.

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|---|---|
| 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. | | |

| | |
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| 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. |
| Tune with teacher guidance . | |
| <i>Perform literature from memory.</i> | |
| <i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i> | |
| Reflect on Understanding | <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. <i>Italics denote skills that are the same as the previous level.</i> | | |
| 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 | | Perform , use standard notation , and audio record improvisation that is a minimum of 24 measures. |
| | | Perform with expression , complex improvised melodies within an appropriate harmonic structure , over a chord progression . |
| | | Perform melodic and rhythmic improvised accompaniments. |
| 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 . |
| | | Explain and demonstrate 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> | |



Arizona Arts Standards
Composition & Theory
2015

Composition & Theory – HS Proficient

| Creating (Cr) | | |
|---|------------------|---|
| Cr1 Generate and conceptualize artistic ideas | MU:CT.HSP.Cr1.a | Describe how sounds and short musical ideas can be used to represent personal experiences, moods , visual images, and/or storylines . |
| Cr2 Organize and develop artistic ideas and work | MU:CT.HSP.Cr2.a | Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods , images, or storylines . |
| | MU:CT.HSP.Cr2.b | Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary). |
| Cr3 Refine and complete artistic work | MU:CT.HSP.Cr3.a | Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |
| | MU:CT.HSP.Cr3.b | Share music through the use of notation , performance , or technology, and demonstrate how the elements of music have been employed to realize expressive intent . |
| | MU:CT.HSP.Cr3.c | Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation. |
| Performing (Pr) | | |
| Pr4 Select, analyze, and interpret artistic work for performance | MU:CT.HSP.Pr4.a | Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood , visual image, or storyline in simple forms (such as one-part, cyclical, binary). |
| | MU:CT.HSP.Pr4.b | Analyze how the elements of music (including form) of selected works relate to style and mood , and explain the implications for rehearsal or performance . |
| | MU:CT.HSP.Pr4.c | Develop interpretations of works based on an understanding of the use of elements of music , style , and mood , explaining how the interpretive choices reflect the creators' intent . |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:CT.HSP.Pr5.a | Create rehearsal plans for works, identifying repetition and variation within the form . |
| | MU:CT.HSP.Pr5.b | Using established criteria and feedback, identify the way(s) in which performances convey the elements of music , style , and mood . |
| | MU:CT.HSP.Pr5.c | Identify and implement strategies for improving the technical and expressive aspects of multiple works. |
| Pr6 Convey meaning through the presentation of artistic work | MU:CT.HSP.Pr6.a | Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent . |
| | MU:CT.HSP.Pr6.b | Identify how compositions are appropriate for an audience or context , and how this will shape future compositions . |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:CT.HSP.Re7.a | Apply teacher-provided criteria to select music that expresses a personal experience, mood , visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition . |
| | MU:CT.HSP.Re7.b | Analyze aurally the elements of music (including form) of musical works , relating them to style , mood , and context , and describe how the analysis provides models for personal growth as composer , performer , and/or listener. |
| Re8 Interpret intent and meaning in artistic work | MU:CT.HSP.Re8.a | Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work. |
| Re9 Apply criteria to evaluate artistic work | MU:CT.HSP.Re9.a | Describe the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of fundamentals of music theory . |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:CT.HSP.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music. |
| | MU:CT.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:CT.HSP.Cn11.a | Explain how context can inform the expressive intent and meaning of a musical composition . |
| | MU:CT.HSP.Cn11.b | Explain how music is affected by one's knowledge outside the arts |

Composition & Theory – HS Accomplished

| Creating (Cr) | | |
|---|-----------------|---|
| Cr1 Generate and conceptualize artistic ideas | MU:CT.HSA.Cr1.a | Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines . |
| Cr2 Organize and develop artistic ideas and work | MU:CT.HSA.Cr2.a | Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines . |
| | MU:CT.HSA.Cr2.b | Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary , rondo , or ternary). |
| Cr3 Refine and complete artistic work | MU:CT.HSA.Cr3.a | Identify, describe, and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |
| | MU:CT.HSA.Cr3.b | Share music through the use of notation , solo or group performance , or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent . |
| | MU:CT.HSA.Cr3.c | Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation. |
| Performing (Pr) | | |
| Pr4 Select, analyze, and interpret artistic work for performance | MU:CT.HSA.Pr4.a | Identify and select specific passages, sections , or movements in musical works that express personal experiences and interests, moods , visual images, concepts, texts, or storylines in simple forms (such as binary , ternary , rondo) or moderately complex forms . |
| | MU:CT.HSA.Pr4.b | Analyze how the elements of music (including form) of selected works relate to the style , function, and context , and explain the implications for rehearsal and performance . |
| | MU:CT.HSA.Pr4.c | Develop interpretations of works based on an understanding of the use of elements of music , style , mood , function , and context , explaining and supporting how the interpretive choices reflect the creators' intent . |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:CT.HSA.Pr5.a | Create rehearsal plans for works, identifying the form , repetition and variation within the form , and the style and historical or cultural context of the work. |
| | MU:CT.HSA.Pr5.b | Using established criteria and feedback, identify the ways in which performances convey the formal design , style , and historical/cultural context of the works. |
| | MU:CT.HSA.Pr5.c | Identify and implement strategies for improving the technical and expressive aspects of varied works. |
| Pr6 Convey meaning through the presentation of artistic work | MU:CT.HSA.Pr6.a | Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent . |
| | MU:CT.HSA.Pr6.b | Explain how compositions are appropriate for both audience and context , and how this will shape future compositions . |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:CT.HSA.Re7.a | Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods , visual images, concepts, texts, or storylines in simple or moderately complex forms , and describe and defend the choices as models for composition . |
| | MU:CT.HSA.Re7.b | Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style , mood , and context ; and explain how the analysis provides models for personal growth as composer , performer , and/or listener. |
| Re8 Interpret intent and meaning in artistic work | MU:CT.HSA.Re8.a | Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques , and the style/gen re and context of each work. |
| Re9 Apply criteria to evaluate artistic work | MU:CT.HSA.Re9.a | Explain the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of music theory as well as compositional techniques and procedures. |

Connecting (Cn)

| | | |
|--|------------------|--|
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:CT.HSA.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music. |
| | MU:CT.HSA.Cn10.b | Apply criteria to plan 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:CT.HSA.Cn11.a | Analyze how context can inform the expressive intent and meaning of a musical composition . |
| | MU:CT.HSA.Cn11.b | Analyze how music is affected by one's knowledge outside the arts. |

Composition & Theory – HS Advanced

| Creating (Cr) | | |
|---|-------------------|--|
| Cr1 Generate and conceptualize artistic ideas | MU:CT.HSAdv.Cr1.a | Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas. |
| Cr2 Organize and develop artistic ideas and work | MU:CT.HSAdv.Cr2.a | Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas. |
| | MU:CT.HSAdv.Cr2.b | Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms . |
| Cr3 Refine and complete artistic work | MU:CT.HSAdv.Cr3.a | Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |
| | MU:CT.HSAdv.Cr3.b | Share music through the use of notation , solo or group performance , or technology, and demonstrate and explain how the elements of music , compositional techniques and processes have been employed to realize expressive intent . |
| | MU:CT.HSAdv.Cr3.c | Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation. |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:CT.HSAdv.Pr4.a | Identify and select specific sections , movements , or entire works that express personal experiences and interests, moods , visual images, concepts, texts, or storylines in moderately complex or complex forms . |
| | MU:CT.HSAdv.Pr4.b | Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style , function , and context , and explain and support the analysis and its implications for rehearsal and performance . |
| | MU:CT.HSAdv.Pr4.c | Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques , style , function , and context , explaining and justifying how the interpretive choices reflect the creators' intent . |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:CT.HSAdv.Pr5.a | Create rehearsal plans for works, identifying the form , repetition and variation within the form , compositional techniques , and the style and historical or cultural context of the work. |
| | MU:CT.HSAdv.Pr5.b | Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design , style , and historical/cultural context of the works. |
| | MU:CT.HSAdv.Pr5.c | Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works. |
| Pr6 Convey meaning through the presentation of artistic work | MU:CT.HSAdv.Pr6.a | Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed. |
| | MU:CT.HSAdv.Pr6.b | Explain how compositions are appropriate for a variety of audiences and contexts , and how this will shape future compositions . |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:CT.HSAdv.Re7.a | Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms , and describe and justify the choice as models for composition . |
| | MU:CT.HSAdv.Re7.b | Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures relating them to aesthetic effectiveness, style , mood , and context ; and explain how the analysis provides models for personal growth as composer , performer , and/or listener. |
| Re8 Interpret intent and meaning in artistic work | MU:CT.HSAdv.Re8.a | Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques , and the style/genre and context of each work. |
| Re9 Apply criteria to evaluate artistic work | MU:CT.HSAdv.Re9.a | Evaluate the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of theoretical concepts and complex compositional techniques and procedures. |

| Connecting (Cn) | | |
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| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:CT.HSAdv.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music. |
| | MU:CT.HSAdv.Cn10.b | Use research and personally developed criteria to justify choices made when creating 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:CT.HSAdv.Cn11.a | Justify how context can inform the expressive intent and meaning of a musical composition . |
| | MU:CT.HSAdv.Cn11.b | Analyze how music and other art forms involve and are affected by one's knowledge outside the arts |



Arizona Arts Standards
Music Technology
2015

Music Technology – HS Proficient

| Creating (Cr) | | |
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| Cr1 Generate and conceptualize artistic ideas | MU:MT.HSP.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for compositions or improvisations using digital tools . |
| Cr2 Organize and develop artistic ideas and work | MU:MT.HSP.Cr2.a | Select melodic, rhythmic , and harmonic ideas to develop into a larger work using digital tools and resources. |
| Cr3 Refine and complete artistic work | MU:MT.HSP.Cr3.a | Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations . |
| | MU:MT.HSP.Cr3.b | Share compositions and improvisations that demonstrate a proficient level of musical and technological craftsmanship including the development and organization of musical ideas . |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:MT.HSP.Pr4.a | Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill. |
| | MU:MT.HSP.Pr4.b | Describe how context , structural aspects of the music, and digital media/tools inform prepared and improvised performances . |
| | MU:MT.HSP.Pr4.c | Demonstrate how understanding the context , expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances . |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:MT.HSP.Pr5.a | Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. |
| Pr6 Convey meaning through the presentation of artistic work | MU:MT.HSP.Pr6.a | Using digital tools , demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. |
| | MU:MT.HSP.Pr6.b | Demonstrate an understanding of the context of music through prepared and improvised performances . |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:MT.HSP.Re7.a | Cite reasons for choosing music based on the use of the elements of music , digital and electronic aspects, and connections to interest or purpose . |
| | MU:MT.HSP.Re7.b | Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response. |
| Re8 Interpret intent and meaning in artistic work | MU:MT.HSP.Re8.a | Explain an interpretation of the expressive intent of musical selections based on treatment of the elements of music , digital and electronic features, and purpose . |
| Re9 Apply criteria to evaluate artistic work | MU:MT.HSP.Re9.a | Evaluate music using criteria based on analysis , interpretation , digital and electronic features, and personal interests. |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:MT.HSP.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music created utilizing electronic technology. |
| | MU:MT.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:MT.HSP.Cn11.a | Explain and analyze how context can inform the expressive intent and meaning of a musical performance . |
| | MU:MT.HSP.Cn11.b | Explain and analyze how music is affected by knowledge outside the arts |

Music Technology – HS Accomplished

| Creating (Cr) | | |
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| Cr1 Generate and conceptualize artistic ideas | MU:MT.HSA.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for compositions and improvisations using digital tools and resources. |
| Cr2 Organize and develop artistic ideas and work | MU:MT.HSA.Cr2.a | Select melodic, rhythmic , and harmonic ideas to develop into a larger work that exhibits unity and variety using tools. |
| Cr3 Refine and complete artistic work | MU:MT.HSA.Cr3.a | Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations . |
| | MU:MT.HSA.Cr3.b | Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship including the development and organization of musical ideas . |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:MT.HSA.Pr4.a | Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical and technological skill. |
| | MU:MT.HSA.Pr4.b | Describe and demonstrate how context , theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances . |
| | MU:MT.HSA.Pr4.c | Demonstrate how understanding the style , genre , context , and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences. |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:MT.HSA.Pr5.a | Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. |
| Pr6 Convey meaning through the presentation of artistic work | MU:MT.HSA.Pr6.a | Using digital tools , demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures , styles , and genres . |
| | MU:MT.HSA.Pr6.b | Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances . |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:MT.HSA.Re7.a | Select and critique contrasting musical works , defending opinions based on manipulations of the elements of music , digital and electronic aspects, and the purpose and context of the works. |
| | MU:MT.HSA.Re7.b | Explain how an analysis of the structure , context , and technological aspects of the music informs the response. |
| Re8 Interpret intent and meaning in artistic work | MU:MT.HSA.Re8.a | Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music , digital and electronic features, and purpose . |
| Re9 Apply criteria to evaluate artistic work | MU:MT.HSA.Re9.a | Apply criteria to evaluate music based on analysis , interpretation , artistic intent , digital, electronic, and analog features, and musical qualities. |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:MT.HSA.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music created utilizing electronic technology. |
| | MU:MT.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:MT.HSA.Cn11.a | Analyze how context can inform the expressive intent and meaning of a musical performance . |
| | MU:MT.HSA.Cn11.b | Connect the influence of the treatment of the elements of music , digital and electronic features, context , purpose , and other art forms to the expressive intent of musical works . |

Music Technology – HS Advanced

| Creating (Cr) | | |
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| Cr1 Generate and conceptualize artistic ideas | MU:MT.HSAdv.Cr1.a | Generate melodic, rhythmic , and harmonic ideas for compositions and improvisations that incorporate digital tools , resources , and systems . |
| Cr2 Organize and develop artistic ideas and work | MU:MT.HSAdv.Cr2.a | Select , develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity , variety , complexity, and coherence. |
| Cr3 Refine and complete artistic work | MU:MT.HSAdv.Cr3.a | Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations . |
| | MU:MT.HSAdv.Cr3.b | Share compositions and improvisations that demonstrate an advanced level of musical and technological craftsmanship including the development and organization of musical ideas . |
| Performing (Pr) | | |
| Pr4 Select , analyze , and interpret artistic work for performance | MU:MT.HSAdv.Pr4.a | Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical and technological skill. |
| | MU:MT.HSAdv.Pr4.b | Examine, evaluate and critique how context , theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances . |
| | MU:MT.HSAdv.Pr4.c | Demonstrate how understanding the style , genre , context , and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences. |
| Pr5 Develop and refine artistic techniques and work for presentation | MU:MT.HSAdv.Pr5.a | Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music. |
| Pr6 Convey meaning through the presentation of artistic work | MU:MT.HSAdv.Pr6.a | Integrating digital and analog tools , demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures , styles , genres , and historical periods . |
| | MU:MT.HSAdv.Pr6.b | Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances . |
| Responding (Re) | | |
| Re7 Perceive and analyze artistic work | MU:MT.HSAdv.Re7.a | Select , describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works. |
| | MU:MT.HSAdv.Re7.b | Demonstrate and justify how an analysis of the structural characteristics, context , and technological and creative decisions, informs interest in and response to the music. |
| Re8 Interpret intent and meaning in artistic work | MU:MT.HSAdv.Re8.a | Examine, cite research and multiple sources to support an interpretation of the expressive intent of musical selections based on treatment of the elements of music , digital and electronic features, and purpose . |
| Re9 Apply criteria to evaluate artistic work | MU:MT.HSAdv.Re9.a | Develop and justify the evaluation of a variety of music based on established and personally developed criteria , digital, electronic and analog features, and understanding of purpose and context . |
| Connecting (Cn) | | |
| Cn10 Synthesize and relate knowledge and personal experiences to make art | MU:MT.HSAdv.Cn10.a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing , and responding to music created utilizing electronic technology. |
| | MU:MT.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:MT.HSAdv.Cn11.a | Justify how context can inform the expressive intent and meaning of a musical performance . |
| | MU:MT.HSAdv.Cn11.b | Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music , digital and electronic features, context , purpose , and other art forms to the expressive intent of musical works . |



ARIZONA DEPARTMENT OF

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