

## Music - Traditional and Emerging Ensembles Strand

CREATING						
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Imagine	MU:Cr1.1.E.5a Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.8a Compose and <b>improvise</b> ideas for <b>melodies and rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.1a Compose and <b>improvise</b> ideas for <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.	MU:Cr1.1.E.11a Compose and <b>improvise</b> ideas for <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.	MU:Cr1.1.E.111a Compose and <b>improvise musical ideas</b> for a variety of <b>purposes and contexts</b> .	Imagine
CREATING						
Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Plan and Make	MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or <b>motives</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.8a Select and develop draft <b>melodies and rhythmic passages</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.1a Select and develop draft <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.	MU:Cr2.1.E.11a Select and develop <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.	MU:Cr2.1.E.111a Select and develop composed and improvised ideas into draft <b>musical works</b> organized for a variety of <b>purpose and contexts</b> .	Plan and Make
	MU:Cr2.1.E.5b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.	MU:Cr2.1.E.8b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.	MU:Cr2.1.E.1b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.	MU:Cr2.1.E.11b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation, audio, or video</b> recording.	MU:Cr2.1.E.111b Preserve draft <b>musical works</b> through <b>standard notation, audio, or video</b> recording.	
CREATING						
Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Evaluate and Refine	MU:Cr3.1.E.5a Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>teacher-provided criteria</b> .	MU:Cr3.1.E.8a Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>collaboratively-developed criteria</b> .	MU:Cr3.1.E.1a Evaluate and <b>refine</b> draft <b>melodies, rhythmic passages, arrangements, and improvisations</b> based on <b>established criteria</b> , including the extent to which they address identified <b>purposes</b> .	MU:Cr3.1.E.11a Evaluate and <b>refine</b> draft <b>arrangements, sections, short compositions, and improvisations</b> based on <b>personally-developed criteria</b> , including the extent to which they address identified <b>purposes</b> .	MU:Cr3.1.E.111a Evaluate and <b>refine</b> varied draft <b>musical works</b> based on <b>appropriate criteria</b> , including the extent to which they address identified <b>purposes and contexts</b> .	Evaluate and Refine
CREATING						
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Present	MU:Cr3.2.E.5a <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	MU:Cr3.2.E.8a <b>Share</b> personally-developed <b>melodies and rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	MU:Cr3.2.E.1a <b>Share</b> personally-developed <b>melodies, rhythmic passages, and arrangements</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> .	MU:Cr3.2.E.11a <b>Share</b> personally-developed <b>arrangements, sections, and short compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> .	MU:Cr3.2.E.111a <b>Share</b> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes and contexts</b> .	Present

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PERFORMING						
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.						
Enduring Understanding: 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.						
Essential Question(s): How do performers select repertoire?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Select	MU:Pr4.1.E.5a Select varied <b>repertoire</b> to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b> , and the <b>technical skill</b> of the individual or <b>ensemble</b> .	MU:Pr4.1.E.8a Select a varied <b>repertoire</b> to study based on music reading skills (where appropriate), <i>an understanding of <b>formal design</b> in the music, <b>context</b>, and the <b>technical skill</b> of the individual and <b>ensemble</b>.</i>	MU:Pr4.1.E.1a Explain the <b>criteria</b> used to select a varied <b>repertoire</b> to study based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music, the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> or <b>context</b> of the <b>performance</b> .	MU:Pr4.1.E.11a Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> and <b>context</b> of the <b>performance</b> .	MU:Pr4.1.E.111a Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> and <b>context</b> of the <b>performance</b> .	Select
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.						
Essential Question(s): How does understanding the structure and context of musical works inform performance?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in <b>musical works</b> inform prepared or improvised <b>performances</b> .	MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, <i>how the <b>setting</b> and formal characteristics of musical works contribute to understanding the <b>context</b> of the music in prepared or improvised <b>performances</b>.</i>	MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, <i>how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of <b>musical works</b> impact and inform prepared or improvised <b>performances</b>.</i>	MU:Pr4.2.E.11a Document and demonstrate, using music reading skills where appropriate, how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of <b>musical works</b> may impact and inform prepared and improvised <b>performances</b> .	MU:Pr4.2.E.111a Examine, evaluate, and critique, using music reading skills where appropriate, how the <b>structure</b> and <b>context</b> impact and inform prepared and improvised <b>performances</b> .	Analyze
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.						
Essential Question(s): How do performers interpret musical works?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU:Pr4.3.E.5a Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b> .	MU:Pr4.3.E.8a Demonstrate understanding and application of <b>expressive qualities</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b> .	MU:Pr4.3.E.1a Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b> .	MU:Pr4.3.E.11a Demonstrate how understanding the <b>style</b> , <b>genre</b> , and <b>context</b> of a varied <b>repertoire</b> of music influences prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience.	MU:Pr4.3.E.111a Demonstrate how understanding the <b>style</b> , <b>genre</b> , and <b>context</b> of a varied <b>repertoire</b> of music informs prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience.	Interpret
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.						
Enduring Understanding: 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.						
Essential Question(s): How do musicians improve the quality of their performance?						
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Rehearse, Evaluate and Refine	MU:Pr5.1.E.5a Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble</b> <b>performances</b> of a varied <b>repertoire</b> of music.	MU:Pr5.1.E.8a Develop strategies to address <b>technical challenges</b> in a varied <b>repertoire</b> of music and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine</b> <b>performances</b> .	MU:Pr5.1.E.1a Develop strategies to address expressive challenges in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine</b> <b>performances</b> .	MU:Pr5.1.E.11a Develop and apply appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music, and evaluate their success.	MU:Pr5.1.E.111a Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music.	Rehearse, Evaluate and Refine

PERFORMING	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: 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. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?				
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present	MU:Pr6.1.E.5a Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.	MU:Pr6.1.E.8a Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures and styles</b> .	MU:Pr6.1.E.1a Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, and genres</b> .	MU:Pr6.1.E.11a Demonstrate mastery of the technical demands and an understanding of <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b> .	MU:Pr6.1.E.111a Demonstrate an <i>understanding and mastery</i> of the technical demands and <b>expressive qualities</b> of the music <i>through prepared and improvised performances</i> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods in multiple types of <b>ensembles</b>.</b>
	MU:Pr6.1.E.5b Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.8b Demonstrate an <i>understanding</i> of the <b>context</b> of the music through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.1b Demonstrate an understanding of <b>expressive intent</b> by <i>connecting with an audience</i> through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.11b Demonstrate an understanding of <b>intent</b> as a <i>means for connecting with an audience</i> through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.111b Demonstrate an <b>ability</b> to <i>connect with audience members before and during the process of engaging with and responding to them</i> through prepared and improvised <b>performances</b> .

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Anchor Standard 7: Perceive and analyze artistic work						
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.						
Essential Question(s): How do individuals choose music to experience?						
RESPONDING	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Select	MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, <b>connection</b> to interest, and <b>purpose</b> or <b>context</b> .	MU:Re7.1.E.8a <i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .	MU:Re7.1.E.1a <i>Apply <b>criteria</b></i> to select music for <i>specified purposes</i> , supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .	MU:Re7.1.E.1a Apply <b>criteria</b> to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b> .	MU:Re7.1.E.11a Use research and <b>personally-developed criteria</b> to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble <b>purpose</b> and <b>context</b> .	Select
Enduring Understanding: Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music.						
Essential Question(s): How does understanding the structure and context of the music influence a response?						
RESPONDING	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU:Re7.2.E.5a Identify how knowledge of <b>context</b> and the use of repetition, similarities, and contrasts inform the response to music.	MU:Re7.2.E.8a Describe how <i>understanding context</i> and the way the <b>elements of music</b> are manipulated inform the response to music.	MU:Re7.2.E.1a <i>Explain</i> how the <b>analysis of passages</b> and understanding the way the <b>elements of music</b> are manipulated inform the response to music.	MU:Re7.2.E.1a Explain how the <b>analysis of structures and contexts</b> inform the response to music.	MU:Re7.2.E.11a <i>Demonstrate and justify</i> how the <b>analysis of structures, contexts, and performance decisions</b> inform the response to music.	Analyze
Anchor Standard 8: Interpret intent and meaning in artistic work.						
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.						
Essential Question(s): How do we discern the musical creators' and performers' expressive intent?						
RESPONDING	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU:Re8.1.E.5a Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , referring to the <b>elements of music, contexts</b> , and (when appropriate) the <b>setting of the text</b> .	MU:Re8.1.E.8a Identify and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , <i>citing as evidence</i> the <i>treatment</i> of the <b>elements of music, contexts</b> , and (when appropriate) the <b>setting of the text</b> .	MU:Re8.1.E.1a <i>Explain</i> and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , citing as evidence the treatment of the <b>elements of music, contexts</b> , (when appropriate) the <b>setting of the text</b> , and <i>personal research</i> .	MU:Re8.1.E.1a Support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> citing as evidence the treatment of the <b>elements of music, contexts</b> , (when appropriate) the <b>setting of the text</b> , and <i>varied researched sources</i> .	MU:Re8.1.E.11a <i>Justify</i> <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> by <i>comparing and synthesizing</i> varied researched sources, <i>including reference to other art forms</i> .	Interpret
Anchor Standard 9: Apply criteria to evaluate artistic work.						
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.						
Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?						
RESPONDING	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Evaluate	MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and <b>context</b> on the evaluation of music.	MU:Re9.1.E.8a <i>Explain the influence</i> of experiences, analysis, and <b>context</b> on interest in and evaluation of music.	MU:Re9.1.E.1a <i>Evaluate works and performances based on</i> <b>personally- or collaboratively-developed criteria</b> , including analysis of the <b>structure</b> and <b>context</b> .	MU:Re9.1.E.1a Evaluate works and <b>performances</b> based on <i>research</i> as well as <b>personally- and collaboratively-developed criteria</b> , including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b> .	MU:Re9.1.E.11a <i>Develop and justify</i> evaluations of music, <b>programs</b> of music, and <b>performances</b> based on <b>criteria</b> , <i>personal decision-making, research, and understanding of contexts</i> .	Evaluate

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<b>CONNECTING</b>	<b>Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b> <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b> <b>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</b>					
	<b>Novice</b> MU:Cn10.0.E.5a	<b>Intermediate</b> MU:Cn10.0.E.8a	<b>HS Proficient</b> MU:Cn10.0.E.1a	<b>HS Accomplished</b> MU:Cn10.0.E.1a	<b>HS Advanced</b> MU:Cn10.0.E.1a	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
<b>CONNECTING</b>	<b>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</b> <b>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</b> <b>Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</b>					
	<b>Novice</b> MU:Cn11.0.E.5a	<b>Intermediate</b> MU:Cn11.0.E.8a	<b>HS Proficient</b> MU:Cn11.0.E.1a	<b>HS Accomplished</b> MU:Cn11.0.E.1a	<b>HS Advanced</b> MU:Cn11.0.E.1a	
	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	