

## Music - Music Technology Strand

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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?			
	HS Proficient		HS Accomplished	
Imagine	MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> or <b>improvisations</b> using <b>digital tools</b> .	MU:Cr1.1.T.IIa Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> and <b>improvisations</b> using <b>digital tools</b> and <b>resources</b> .	MU:Cr1.1.T.IIIa Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> and <b>improvisations</b> that incorporate <b>digital tools, resources, and systems</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?			
	HS Proficient		HS Accomplished	
Plan and Make	MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using <b>digital tools</b> and <b>resources</b> .	MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work <i>that exhibits <b>unity</b> and <b>variety</b></i> using <b>digital</b> and <b>analog tools</b> .	MU:Cr2.1.T.IIIa Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits <b>unity, variety, complexity, and coherence</b> using <b>digital</b> and <b>analog tools, resources, and systems</b> .	Plan and Make
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?			
	HS Proficient		HS Accomplished	
Evaluate and Refine	MU:Cr3.1.T.Ia Drawing on feedback from teachers and peers, develop and implement strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b> .	MU:Cr3.1.T.IIa <i>Develop and implement varied strategies to improve</i> and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b> .	MU:Cr3.1.T.IIIa Develop and implement varied strategies and <i>apply appropriate <b>criteria</b></i> to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</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?			
	HS Proficient		HS Accomplished	
Present	MU:Cr3.2.T.Ia <b>Share compositions</b> or <b>improvisations</b> that demonstrate a proficient level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital tools</b> and <b>resources</b> in developing and organizing <b>musical ideas</b> .	MU:Cr3.2.T.IIa <b>Share compositions</b> and <b>improvisations</b> that demonstrate an <i>accomplished</i> level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools</b> and <b>resources</b> in developing and organizing <b>musical ideas</b> .	MU:Cr3.2.T.IIIa <b>Share</b> a portfolio of musical creations representing varied <b>styles</b> and <b>genres</b> that demonstrates an <i>advanced</i> level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools, resources and systems</b> in developing and organizing <b>musical ideas</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?				
HS Proficient		HS Accomplished		HS Advanced
Select	MU:Pr4.1.T.Ia Develop and explain the <b>criteria</b> used for selecting a varied <b>repertoire</b> of music based on interest, music reading skills, and an understanding of the performer's <b>technical</b> and technological <b>skill</b> .	MU:Pr4.1.T.IIa Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and perform based on interest; an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music; and the performer's <b>technical skill</b> using <b>digital tools</b> and <b>resources</b> .	MU:Pr4.1.T.IIIa Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and perform based on interest, an understanding of the <b>theoretical</b> and <b>structural</b> characteristics, as well as expressive challenges in the music, and the performer's <b>technical skill</b> using <b>digital tools, resources, and systems</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?				
HS Proficient		HS Accomplished		HS Advanced
Analyze	MU:Pr4.2.T.Ia Describe how <b>context, structural</b> aspects of the music, and <b>digital media/tools</b> inform prepared and improvised <b>performances</b> .	MU:Pr4.2.T.IIa Describe and demonstrate how <b>context, theoretical</b> and <b>structural</b> aspects of the music and <b>digital media/tools</b> inform and influence prepared and improvised <b>performances</b> .	MU:Pr4.2.T.IIIa <i>Examine, evaluate and critique</i> how <b>context, theoretical</b> and <b>structural</b> aspects of the music and <b>digital media/tools</b> inform and influence 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?				
HS Proficient		HS Accomplished		HS Advanced
Interpret	MU:Pr4.3.T.Ia Demonstrate how understanding the <b>context</b> , expressive challenges, and use of <b>digital tools</b> in a varied <b>repertoire</b> of music influence prepared or improvised <b>performances</b> .	MU:Pr4.3.T.IIa Demonstrate how understanding the <b>style, genre, context</b> , and use of <b>digital tools</b> and <b>resources</b> in a varied <b>repertoire</b> of music influences prepared or improvised <b>performances</b> and performers' <b>ability</b> to connect with audiences.	MU:Pr4.3.T.IIIa Demonstrate how understanding the <b>style, genre, context</b> , and <i>integration</i> of digital technologies in a varied <b>repertoire</b> of music <i>informs</i> and influences prepared and improvised <b>performances and their ability</b> to connect with audiences.	Interpret
PERFORMING				
Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Musicians' creative choices are influenced by their context, expressive intent, and established criteria. Essential Question(s): How do musicians improve the quality of their performance?				
HS Proficient		HS Accomplished		HS Advanced
Rehearse, Evaluate and Refine	MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in a varied <b>repertoire</b> of music.	MU:Pr5.1.T.IIa <i>Develop and</i> implement rehearsal strategies to improve and <i>refine</i> the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in a varied <b>repertoire</b> of music.	MU:Pr5.1.T.IIIa <i>Apply appropriate criteria as well as feedback from multiple sources</i> and develop and implement <i>varied</i> strategies to improve and <i>refine</i> the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in <i>varied programs</i> 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 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?				
HS Proficient		HS Accomplished		HS Advanced
Present	MU:Pr6.1.T.Ia Using <b>digital tools</b> , 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.T.IIa Using <b>digital tools and resources</b> , demonstrate <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music <i>representing diverse cultures, styles, and genres</i> .	MU:Pr6.1.T.IIIa <i>Integrating digital and analog tools and resources</i> , demonstrate an understanding and attention to <b>technical accuracy</b> and <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music <i>representing diverse cultures, styles, genres, and historical periods</i> .	Present
	MU:Pr6.1.T.Ib Demonstrate an understanding of the <b>context</b> of music through prepared and improvised <b>performances</b> .	MU:Pr6.1.T.IIb <i>Demonstrate an understanding of the expressive intent</i> when connecting with an audience through prepared and improvised <b>performances</b> .	MU:Pr6.1.T.IIIb <i>Demonstrate an ability</i> to connect with audience members before, and engaging with and responding to them during 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	HS Proficient		HS Accomplished		HS Advanced
Select	MU:Re7.1.T.1a Cite reasons for choosing music based on the use of the <b>elements of music</b> , digital and electronic aspects, and <b>connections</b> to interest or <b>purpose</b> .	MU:Re7.1.T.1a <i>Select and critique contrasting <b>musical works</b>, defending opinions based on manipulations of the <b>elements of music</b>, digital and electronic aspects, and the <b>purpose</b> and <b>context</b> of the works.</i>	MU:Re7.1.T.1a <i>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 <b>purpose</b> and <b>context</b> of the works.</i>	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 music inform a response?					
RESPONDING	HS Proficient		HS Accomplished		HS Advanced
Analyze	MU:Re7.2.T.1a Explain how knowledge of the <b>structure</b> (repetition, similarities, contrasts), technological aspects, and <b>purpose</b> of the music informs the response.	MU:Re7.2.T.1a Explain how an <b>analysis</b> of the <b>structure, context</b> , and technological aspects of the music informs the response.	MU:Re7.2.T.1a <i>Demonstrate and justify how an <b>analysis</b> of the <b>structural</b> characteristics, <b>context</b>, and <b>technological and creative decisions</b>, informs interest in and response to the music.</i>	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	HS Proficient		HS Accomplished		HS Advanced
Interpret	MU:Re8.1.T.1a Explain and support an <b>interpretation</b> of the <b>expressive intent</b> of musical selections based on treatment of the <b>elements of music</b> , digital and electronic features, and <b>purpose</b> .	MU:Re8.1.T.1a <i>Connect the influence of the treatment of the <b>elements of music</b>, digital and electronic features, <b>context, purpose</b>, and <b>other art forms</b> to the <b>expressive intent</b> of <b>musical works</b>.</i>	MU:Re8.1.T.1a <i>Examine, cite research and multiple sources to connect the influence of the treatment of the <b>elements of music</b>, digital and electronic features, <b>context, purpose</b>, and other art forms to the <b>expressive intent</b> of <b>musical works</b>.</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	HS Proficient		HS Accomplished		HS Advanced
Evaluate	MU:Re9.1.T.1a Evaluate music using <b>criteria</b> based on <b>analysis, interpretation</b> , digital and electronic features, and personal interests.	MU:Re9.1.T.1a <i>Apply <b>criteria</b> to evaluate music based on <b>analysis, interpretation, artistic intent</b>, digital, electronic, and <b>analog</b> features, and <b>musical qualities</b>.</i>	MU:Re9.1.T.1a <i>Develop and justify the evaluation of a variety of music based on <b>established</b> and <b>personally-developed criteria</b>, digital, electronic and analog features, and <b>understanding of purpose</b> and <b>context</b>.</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>HS Proficient</b> <b>MU:Cn10.0.T.Ia</b>	<b>HS Accomplished</b> <b>CN10.0.T.IIa</b>	<b>HS Advanced</b> <b>MU:Cn10.0.T.IIIa</b>
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a 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>HS Proficient</b> <b>MU:Cn11.0.T.Ia</b>	<b>HS Accomplished</b> <b>CN11.0.T.IIa</b>	<b>HS Advanced</b> <b>MU:Cn11.0.T.IIIa</b>
	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.