7 Miss. Admin. Code, Part 186

MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for MUSIC
2017





The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P.O. Box 771, Suite 203, Jackson, MS 39205-0771, (601)359-3511.

Mississippi Department of Education

359 North West Street P. O. Box 771 Jackson, Mississippi 39205-0771 (601) 359-3511 www.mdek12.org/ESE/VPA

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D.

STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed. D.

CHIEF ACADEMIC OFFICER

Jean Massey, Executive Director

Nathan Oakley, Ph.D., Executive Director

OFFICE OF SECONDARY EDUCATION

OFFICE OF ELEMENTARY EDUCATION & READING

Jill Dent, Ph.D., Bureau Director

Melissa Banks, Office Director II Instructional Technology Specialist

Early Childhood OFFICE OF ELEMENTARY EDUCATION & READING

OFFICE OF ELEMENTARY EDUCATION & READING

Limeul L. Eubanks, MFA., Staff Officer III

The Arts (Dance, Media Arts, Music, Theatre, and Visual Arts) and World Languages

OFFICE OF SECONDARY EDUCATION

STEERING COMMITTEE

Chris Young, Music Standards Chair

Jennifer Davis, Music Standards Co-Chair

Choral Music Director, Sumner Hill Jr. High **CLINTON PUBLIC SCHOOL DISTRICT**

Choral Music, Meridian High School MERIDIAN PUBLIC SCHOOL DISTRICT

Matt Rowan, Music Standards Co-Chair

Band Director, Pearl High School PEARL PUBLIC SCHOOL DISTRICT

Lane Thompson, Music Standards Chair

Associate Director of Bands, Grenada High School

GRENADA PUBLIC SCHOOLS

Kristy Brumfield

Len Killough

Porters Chapel Academy

Band Director, Hernando High School

MS ASSOCIATION OF INDEPENDENT SCHOOLS

DESOTO COUNTY SCHOOL DISTRICT

Sharon Laird

Wes Morehead

Band Director, Oak Grove High School LAMAR COUNTY SCHOOLS

Director of Bands, Gulfport High School

GULFPORT SCHOOL DISTRICT

Jerry Pickering

Nancie Simmons

Director of Bands, Northwest Rankin High School RANKIN COUNTY SCHOOL DISTRICT Music Teacher, Anniston Elementary School

GULFPORT SCHOOL DISTRICT

Regina Weeks

Chris Word

Choral Director, Starkville High School STARKVILLE SCHOOL DISTRICT

Band Director, Petal Upper Elementary

PETAL SCHOOL DISTRICT

ADVISORY COMMITTEE

Althea Jerome Mark Hugh Malone, Ph.D.

Music Education and Graduate Studies Music Educator and Teaching Artist HATTIESBURG, MISSISSIPPI WILLIAM CAREY UNIVERSITY

Andrea Coleman

Whole Schools Initiative Director MISSISSIPPI ARTS COMMISSION

TABLE OF CONTENTS _____

ACKNOWLEDGEMENTS	3
PURPOSE OF THE ARTS LEARNING STANDARDS	6
MISSION OF ARTS EDUCATION	7
ARTS INTEGRATION	7
ARTISTIC LITERACY	7
OVERVIEW OF THE ARTS LEARNING STANDARDS	8
BENEFITS OF THE ARTS IN EDUCATION	8
FOUNDATIONS AND GOALS	9
UNDERSTANDING THE ARTS LEARNING STANDARDS	10
INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MUSIC	14
Pre-Kindergarten тнкоибн 8 th Grade	17
Harmonizing Instruments	70
Technology	101
Music Composition and Theory	117
Performing Ensembles	136
GLOSSARY	164
Decemences	171

PURPOSE OF THE ARTS LEARNING STANDARDS -

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

MISSION OF ARTS EDUCATION _____

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

ARTS INTEGRATION _

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

ARTISTIC LITERACY ——

Artistic Literacy is the knowledge and understanding required to participate authentically in the Arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

OVERVIEW OF THE ARTS LEARNING STANDARDS -

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for Grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.

This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

BENEFITS OF THE ARTS IN EDUCATION—

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.		

THE ARTS AS CREATIVE PERSONAL REALIZATION			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.		

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.		

THE ARTS AS MEANS TO WELLBEING			
PHILOSOPHICAL FOUNDATION LIFELONG GOALS			
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.		

THE ARTS AS COMMUNITY ENGAGEMENT		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.	

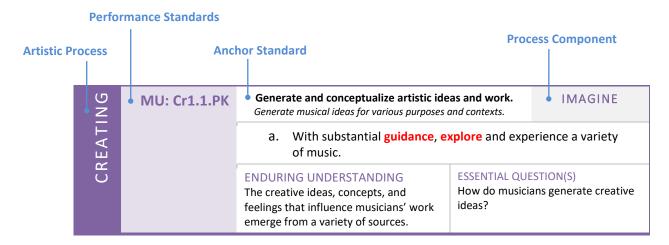
UNDERSTANDING THE ARTS LEARNING STANDARDS_

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards					
	ARTISTIC PROCESSES				
Cr — CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re — RESPONDING	Cn — CONNECTING		
DEFINITION	DEFINITION	DEFINITION	DEFINITION		
Conceiving and developing new artistic ideas and work.	PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.		
	PRESENTING (visual arts): Interpreting and sharing artistic work.				
	PRODUCING (media arts): Realizing and presenting artistic ideas and work.				
	ANCHOR S	TANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL		
 Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work. 	 Select, analyze, and interpret artistic work for presentation. Develop and refine artistic techniques and work for presentation. Convey meaning through the presentation of artistic work. 	 Perceive and analyze artistic work. Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work. 	 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. 		



Performance Standards Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

HS - Proficient

Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.

HS - Accomplished

Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.

HS - Advanced

Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MUSIC -

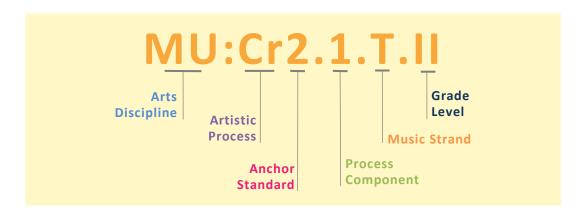
The Mississippi College- and Career-Readiness Arts Learning Standards for Music are designed to guide music educators as they help their students achieve the goal of independent music literacy. The structure of the standards organizes outcomes by Artistic Process, thus facilitating sequential instruction while authentically reflecting the way musicians think and work.

The music standards are organized and presented as follows:

- All music performance standards are grouped under the Artistic Processes of Creating, Performing, or Responding.
- Music connections are an essential part of each Artistic Process. Open-ended Connecting outcomes cross-reference users to Creating, Performing, and Responding performance standards.
- Music performance standards are organized and coded according to the process components or "steps" of the Artistic Processes. The process components for each process are as follows:
 - Creating: Imagine; Plan and Make; Evaluate and Refine, and Present
 - Performing: Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; and Present
 - Responding: Select; Analyze; Interpret; and Evaluate
- Performance standards are provided for each grade level from Pre-Kindergarten through grade eight.
- Four distinct "strands" of high school performance standards are provided, reflecting the increasing variety of music courses offered in American secondary schools.
 - Ensemble, Harmonizing Instrument (guitar, keyboard, etc.), Composition/Theory, and Music Technology performance standards are provided for three levels: Proficient, Accomplished, and Advanced.
 - Many students become involved in Ensemble and Harmonizing Instrument classes before they enter high school. Performance standards for these strands also include two preparatory levels: Novice (nominally assigned to the fifth grade level) and Intermediate (nominally the eighth grade level).
- Similarities across the arts disciplines are highlighted in the eleven Common Anchors, which are shared by all five sets of discipline-specific standards. Each Anchor includes one or more process components.

The standards are based on the assumption of quality resources, including instructional time, spanning Pre-Kindergarten-8th grade and continuing at the high school level.

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline

The first two letters are codes for the arts discipline notation: MU = for Music

Artistic Process

The next two letters after the colon are the artistic process:

 $\mathbf{Cr} = \mathbf{Creating}$

Pr = Performing

 $\mathbf{Re} = \mathbf{Responding}$

Cn = Connecting

Anchor Standard

The next number is the anchor standard, numbers 1 to 11.

Process Component

The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Music Strand

The additional letter after the process component indicates the music strands. The strands are Harmonizing Instruments, Technology, Composition/Theory, and Performing Ensembles.

Note: Pre-Kindergarten through 8th grade music standards do not have the above strands in their notations.

Grade Level

The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced).

Note: In some schools, students participate in choral ensembles (Performing Ensembles) or instrumental ensembles (Harmonizing Instruments) prior to 9th grade. In schools where choral or instrumental ensembles are offered, there are two introductory skill levels found in the music standards: Novice and Intermediate.

Novice is the term used to identify standards for students in grades 5-7 who have begun to specialize in a specific type of music performance.

Intermediate is the term that identifies standards for students who continue to specialize in specific skills necessary for participation in Performing Ensembles or Harmonizing Instrument ensembles through 8th grade.

Below are a few examples of how to read the numbering system for Music:

MU:Cr1.1.PK				
MU	Cr	1	1	PK
Arts discipline of Music	Artistic process of Creating	Anchor standard one	Process component	Pre- Kindergarten
		MU:Pr5.1.4		
MU	Pr	5	1	4
Arts discipline of Music	Artistic process of Performing	Anchor standard five	Process component	Grade four
		MU:Re8.1.6	-	
		Res.1.6)	
MU	Re	8	1	6
Arts discipline of Music	Artistic process of Responding	Anchor standard eight	Process component	Grade six
MII.C=10.1.II				
	M	U:Cn10.1.H	.11	
		U:Cn10.1.H		
MU	M Cn	U:Cn10.1.H 10	.11	H.II



CREATING	MU: Cr1.1.PK	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE	
		a. With substantial guidance, explore and experience a variety of music.			
		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 creat	ive ideas?	
	MU: Cr2.1.PK	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE	
		 a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments). b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology. 			
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative		
	MU: Cr3.1.PK	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE	
		 With substantial guidance, consider personal, peer, a personal musical ideas. 	nd teacher feedback when demons	strating and refining	
		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 question work?	uality of their creative	
	MU: Cr3.2.PK	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	smanship, and exhibits originality.	PRESENT	
		a. With substantial guidance, share revised personal mu	usical ideas with peers.		
		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 sh	nare?	

ORMING	MU: Pr4.1.PK	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge,	technical skill, and context.	SELECT	
Σ		a. With substantial guidance, demonstrate and state preference for varied musical selections.			
PERFOR		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 repert	oire?	
	MU: Pr4.2.PK	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their in	implications for performance.	ANALYZE	
		a. With substantial guidance, explore and demonstrate	awareness of musical contrasts.		
		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?		
	MU: Pr4.3.PK	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET	
		a. With substantial guidance, explore music's expressive	e qualities (such as voice quality, d	lity, dynamics, and tempo).	
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret mu	sical works?	
	MU: Pr5.1.PK	Develop and refine artistic techniques and work for presenta Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE	
		a. With substantial guidance, practice and demonstrateb. With substantial guidance, apply personal, peer, and t		l l	
		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 question performance?	uality of their	

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ [\textbf{MUSIC}]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

	MU: Pr6.1.PK	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate the audience and context.		
		a. With substantial guidance, perform music with expre		
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response. ESSENTIAL QUESTION(S) When is a performance judged ready to present? How context and the manner in which musical work is presented influence audience response?		
D N G	MU: Re7.1.PK	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
ONDING		a. With substantial guidance, state personal interests and demonstrate why they prefer some music selection others.		
RESP		to experience?		
	MU: Re7.2.PK	Perceive and analyze artistic work. <i>Analyze how the structure and context of varied musical works inform</i>	m the response.	ANALYZE
		a. With substantial guidance, explore musical contrasts	in music.	
		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 struinform a response?	ucture and context of music
	MU: Re8.1.PK Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' express.			INTERPRET
		a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).		
		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 compressive intent?	reators' and performers'

SPONDING	MU: Re9.1.PK	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	nalysis, interpretation, and	EVALUATE	
Z		a. With substantial guidance, talk about personal and expressive preferences in music.			
RESPO		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 r performance(s)?	musical work(s) and	
D Z	MU: Cn10.0.PK	LO.O.PK Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music.			
ECTI		 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 			
CONNECTING		Embedded within: MU:Cr3.2.PKa With substantial guidance, share revised musical ideas with peers. MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections. MU:Pr4.3.PKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).			
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	personal interests, experiences, How do musicians make meaningful connections to creating		
	MU: Cn11.0.PK	Relate artistic ideas and works with societal, cultural and his understanding. Relate musical ideas and works with varied context to deepen under	·	CONNECT	
a. Demonstrate understanding of relationships between music and the other and daily life.			music and the other arts, other d	isciplines, varied contexts,	
		Embedded within: MU:Pr4.2.PKa With substantial guidance, explore and demonstra MU:Re7.2.PKa With substantial guidance, explore musical contra MU:Re9.1.PKa With substantial guidance, talk about their person	sts in music.		
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other discipli inform creating, performing, and res		

D N	MU: Cr1.1.K	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.	IMAGINE		
CREATING		 a. With guidance, explore and experience music concepts. b. With guidance, generate musical ideas (such as move) 	•	ır).	
CR		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 id	eas?	
	MU: Cr2.1.K	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts		PLAN / MAKE	
		a. With guidance, demonstrate and choose favorite mub. With guidance, organize personal musical ideas using			
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	ecisions?	
	MU: Cr3.1.K	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	EVALUATE / REFINE	
		a. With guidance, apply personal, peer, and teacher feedback in refining personal musical in		leas.	
		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 quawork?	lity of their creative	
	MU: Cr3.2.K	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craf	tsmanship, and exhibits originality.	PRESENT	
		a. With guidance, demonstrate a final version of person	nal musical ideas to peers.		
		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 sha	re?	

D N	MU: Pr4.1.K	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge,	technical skill, and context.	SELECT
\equiv		a. With guidance, demonstrate and state personal intere	est in varied musical selections.	
PERFORMING		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 reperto	oire?
	MU: Pr4.2.K	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their in	mplications for performance.	ANALYZE
		 With guidance, explore and demonstrate awareness of in a variety of music selected for performance. 	of music contrasts (such as high/low	, loud/soft, same/different)
		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 musical works inform performance	
	MU: Pr4.3.K	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		 With guidance, demonstrate awareness of expressive support the creators' expressive intent. 	qualities (such as voice quality, dyr	namics, and tempo) that
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?	
	MU: Pr5.1.K	Develop and refine artistic techniques and work for presental Evaluate and refine personal and ensemble performances, individuals		EHEARSE / EVALUATE / REFINE
		a. With guidance, apply personal, teacher, and peer feedb. With guidance, use suggested strategies in rehearsal to		of music.
		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 qu	nality of their performance?

1 N G

MU: Pr6.1.K

the audience and context.

Convey meaning through the presentation of artistic work.

ORM		a. With guidance, perform music with expression.b. Perform appropriately for the audience.		
PERF		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged re context and the manner in which influence audience response?	
ט	MU: Re7.1.K	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
SPONDING		 With guidance, list personal interests and experiences over others. 	and demonstrate why they prefer	some music selections
RESPO		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?
	MU: Re7.2.K	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	m the response.	ANALYZE
		a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music		ction) is used in music.
		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 stru inform a response?	cture and context of music
	MU: Re8.1.K	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perform	rmers' expressive intent.	INTERPRET
		 a. With guidance, demonstrate awareness of expressive creators'/performers' expressive intent. 	equalities (such as dynamics and te	mpo) that reflect
		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 cr expressive intent?	reators' and performers'

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to

PRESENT

SPONDING	MU: Re9.1.K	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on an established criteria.		EVALUATE
Z		a. With guidance, apply personal and expressive prefere	nces in the evaluation of music.	
RESPC		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 n performance(s)?	nusical work(s) and
М U: Cn10.0.К		Synthesize and relate knowledge and personal experiences to Synthesize and relate knowledge and personal experiences to make n		CONNECT
ECTI		 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 		
CONNECTING		Embedded within: MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers. MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections. MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.		s, and tempo) that support the
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	ESSENTIAL QUESTION(S) How do musicians make meanir creating, performing, and respo	CONNECT In twhen creating, performing, In the support the suppor
	MU: Cn11.0.K	Relate artistic ideas and works with societal, cultural and hist understanding. Relate musical ideas and works with varied context to deepen unders	·	CONNECT
		a. Demonstrate understanding of relationships between and daily life.	music and the other arts, other dis	ciplines, varied contexts,
		Embedded within: MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music selected for performance. MU:Re7.2.Ka With guidance, demonstrate how a specific music comuliation. MU:Re9.1.Ka With guidance, apply personal and expressive preference.	ncept (such as beat or melodic direction)	
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other discipling inform creating, performing, and res	-

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D N	MU: Cr1.1.1	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 a. With limited guidance, create musical ideas (such as a b. With limited guidance, generate musical ideas in mulduple and triple). 	• • • • • • • • • • • • • • • • • • • •	
O		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 id	deas?
	MU: Cr2.1.1	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 a. With limited guidance, demonstrate and discuss persexpressive intent. b. With limited guidance, use iconic or standard notation personal musical ideas. 	-	·
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?
	MU: Cr3.1.1	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		a. With limited guidance, discuss and apply personal, pe	er, and teacher feedback to refine perso	onal musical ideas.
		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 work?	of their creative
	MU: Cr3.2.1	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	smanship, and exhibits originality.	PRESENT
		 With limited guidance, convey expressive intent for a musical ideas to peers or informal audience. 	specific purpose by presenting a final v	version of personal
		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?	,

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary.

D Z	MU: Pr4.1.1	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge	. technical skill, and context.	SELECT
ORMING		 With limited guidance, demonstrate and discuss pers musical selections. 	onal interest in, knowledge about, and pur	pose of varied
PERFC		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?	
	MU: Pr4.2.1	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		
		 a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. 		
		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 a musical works inform performance?	nd context of
	MU: Pr4.3.1	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).		
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical wo	orks?

ט צ	MU: Pr5.1.1	Develop and refine artistic techniques and work for presenta <i>Evaluate and refine personal and ensemble performances, individuali</i>			/ EVALUATE / EFINE
ORMING		a. With limited guidance, apply personal, teacher, and personal.b. With limited guidance, use suggested strategies in reh			usic.
PERFO		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 performand	
	MU: Pr6.1.1	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical a audience and context.	accuracy, and in a manner appropric	ate to the	PRESENT
		 a. With limited guidance, perform music for a specific put b. Perform appropriately for the audience and purpose. 	irpose with expression.		
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged context and the manner in whi influence audience response?		
	MU: Re7.1.1	Perceive and analyze artistic work.	1		SELECT

ESPONDIN

Choose music appropriate for a specific purpose or context.

a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

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?

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary.

U Z	MU: Re7.2.1	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works information.	rm the response.	ANALYZE
RESPONDING		 With limited guidance, demonstrate and identify how various styles of music for a purpose. 	v specific music concepts (such as	beat or pitch) are used in
	Response to music is informed by analyzing context (social, How does under sultural, and historical) and how creators and performers	ESSENTIAL QUESTION(S) How does understanding the strumusic inform a response?	ucture and context of	
	MU: Re8.1.1	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 a. With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. 		cs and tempo) that reflect
		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 of expressive intent?	creators' and performers'
	MU: Re9.1.1	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	nalysis, interpretation, and	EVALUATE
		a. With limited guidance, apply personal and expressive	preferences in the evaluation of i	music for specific purposes.
		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 r performance(s)?	musical work(s) and

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary.

		Complete and relate located as and reserved as a second se	an analys and	CONNECT
D N	MU: Cn10.0.1	Synthesize and relate knowledge and personal experiences to Synthesize and relate knowledge and personal experiences to make		CONNECT
ECTI		 Demonstrate how interests, knowledge, and skills relaperforming, and responding to music. 	ate to personal choices and inten	t when creating,
Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent of performing, and responding to music. Embedded within: MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas of expressive intent. MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final very to peers or informal audience. MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influse specific purposes.		version of personal musical ideas		
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		
,	MU: Cn11.0.1	Relate artistic ideas and works with societal, cultural and historica understanding. Relate musical ideas and works with varied context to deepen under	•	CONNECT
		 Demonstrate understanding of relationships between and daily life. 	n music and the other arts, other o	disciplines, varied contexts,
Embedded within: MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific music concepts (such as beat and melodical concepts) of cultures selected for performance. MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression. MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat of music for a purpose.) MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music		ic contour) in music from a variety		
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other displication of the inform creating, performing	•

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D N	MU: Cr1.1.2	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 a. Improvise rhythmic and melodic patterns and musica b. Generate musical patterns and ideas within the conte (such as duple and triple). 		d <mark>minor</mark>) and <mark>meter</mark>
O		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 in	deas?
	MU: Cr2.1.2	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 a. Demonstrate and explain personal reasons for selectinintent. b. Use iconic or standard notation and/or recording technological ideas. 		•
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?
	MU: Cr3.1.2	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		a. Interpret and apply personal, peer, and teacher feedback to revise personal music.		
		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 work?	of their creative
	MU: Cr3.2.2	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates crafts	smanship, and exhibits originality.	PRESENT
		 a. Convey expressive intent for a specific purpose by pre- informal audience. 	esenting a final version of personal musi	cal ideas to peers or
		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?	

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D Z	MU: Pr4.1.2	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, t	echnical skill, and context.	SELECT
\leq		a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		
PERFORMIN		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?	
	MU: Pr4.2.2	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their im	nplications for performance.	ANALYZE
for perform		for performance.	•	
		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 musical works inform performance?	and context of
	MU: Pr4.3.2	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		 Demonstrate understanding of expressive qualities (su convey expressive intent. 	ch as dynamics and tempo) and how cre	ators use them to
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical w	vorks?

Pre-Kindergarten through 8th Grade [MUSIC] words in red are defined in the Glossary.

D N	MU: Pr5.1.2	Develop and refine artistic techniques and work for presenta <i>Evaluate and refine personal and ensemble performances, individual.</i>		REHEARSE / EVALUATE / REFINE
ORMING		a. Apply established criteria to judge the accuracy, expreb. Rehearse, identify and apply strategies to address inte		
PERF	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and How do	ESSENTIAL QUESTION(S) How do musicians improve the	e quality of their performance	
	MU: Pr6.1.2	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical audience and context.	accuracy, and in a manner approprio	PRESENT ate to the
		a. Perform music for a specific purpose with expressionb. Perform appropriately for the audience and purpose.	and technical accuracy.	
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged context and the manner in wh influence audience response?	
ש	MU: Re7.1.2	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
$\overline{\square}$		a. Explain and demonstrate how personal interests and o	experiences influence musical se	election for specific purposes.
ESPONDING		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose m	usic to experience?
<u>س</u>	MU: Re7.2.2	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	m the response.	ANALYZE
		a. Describe how specific music-concepts are used to supp	port a specific purpose in music.	
		ENDURING UNDERSTANDING Response to music is informed by analyzing context (social,	ESSENTIAL QUESTION(S) How does understanding the	structure and context of

music inform a response?

cultural, and historical) and how creators and performers

manipulate the elements of music.

MU: Re8.1	2 Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET	
	a. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.			
	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 expressive intent?	creators' and performers	
MU: Re9.1	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.		EVALUATE	
	a. Apply personal and expressive preferences in the evaluation of music for specific purposes.			
	ENDURING UNDERSTANDING The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?		

D Z	MU: Cn10.0.2	Synthesize and relate knowledge and personal experiences to synthesize and relate knowledge and personal experiences to make mu		CONNECT
ECTI		a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		
CONNECTIN		MU:Cr3.2.2a Convey expressive intent for a specific purpose by pre- informal audience. MU:Pr4.3.2a Demonstrate understanding of expressive qualities (suexpressive intent.	MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent. MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey	
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	ESSENTIAL QUESTION(S) How do musicians make meaning creating, performing, and response	

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary.

CONNECTING	MU: Cn11.0.2	Relate artistic ideas and works with societal, cultural and histodeepen understanding. Relate musical ideas and works with varied context to deepen understanding.		
		a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		
		 Embedded within: MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as to performance. MU:Pr6.1.2a Perform music for a specific purpose with expression and MU:Re7.1.2a Describe how specific music-concepts are used to supply MU:Re9.1.2a Apply personal and expressive preferences in the evaluation. 	and technical accuracy. poort a specific purpose in music.	
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other disciplines, contexts, and daily li inform creating, performing, and responding to music?	ife

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

CREATING	MU: Cr1.1.3	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		 a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. 		
		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	.?
	MU: Cr2.1.3	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. 		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?
	MU: Cr3.1.3	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. 		
		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 work?	of their creative
	MU: Cr3.2.3	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		PRESENT
		a. Present the final version of personal created music to others, and describe connection to expressive intent.		
		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?	,

U Z	MU: Pr4.1.3	Select, analyze, and interpret artistic work for presentation Select varied musical works to present based on interest, knowledg		SELECT
ORMING		 Demonstrate and explain how the selection of music purpose, and context. 	to perform is influenced by personal inter	est, knowledge,
PERFO		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?	
	MU: Pr4.2.3	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 a. Demonstrate understanding of the structure in musi b. When analyzing selected music, read and perform rh standard notation. c. Describe how context (such as personal and social) of the structure in musi 	ythmic patterns and melodic phrases using	g <mark>iconic</mark> and
		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 a musical works inform performance?	and context of
	MU: Pr4.3.3	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		a. Demonstrate and describe how intent is conveyed the	nrough expressive qualities (such as dyna n	nics and tempo).
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical was	orks?

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ [\textbf{MUSIC}]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

D N	MU: Pr5.1.3	Develop and refine artistic techniques and work for presenta <i>Evaluate and refine personal and ensemble performances, individual</i>		REHEARSE / EVALUATE / REFINE
FORMIN		 a. Apply teacher-provided and collaboratively-developed performances. b. Rehearse to refine technical accuracy, expressive quantum performances. 		·
PERF		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 q performance?	uality of their
MU: Pr6.1.3 Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate audience and context.			PRESENT e to the	
		 a. Perform music with expression and technical accurace b. Demonstrate performance decorum and audience et 		tt and venue.
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged recontext and the manner in which influence audience response?	
D Z	MU: Re7.1.3	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING		a. Demonstrate and describe how selected music connequences.	ects to and is influenced by specific	interests, experiences, or
ESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their	ESSENTIAL QUESTION(S) How do individuals choose music	to experience?

interests, experiences, understandings, and purposes.

RESPONDING	MU: Re7.2.3	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	n the response.	ANALYZE
		 Demonstrate and describe how a response to music camusic, and context (such as personal and social). 	an be informed by the structure , t	he use of the elements of
		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 str music inform a response?	ucture and context of
	MU: Re8.1.3	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfor	mers' expressive intent.	INTERPRET
		 Demonstrate and describe how the expressive qualiticinterpretations to reflect expressive intent. 	es (such as dynamics and tempo)	are used in performers'
		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 of expressive intent?	creators' and performers'
	MU: Re9.1.3	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on an established criteria.	alysis, interpretation, and	EVALUATE
		 Evaluate musical works and performances, applying e context. Evaluate musical works and performances, a the context. 		• • •
		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 performance(s)?	musical work(s) and

D N	MU: Cn10.0.3	Synthesize and relate knowledge and personal experiences to Synthesize and relate knowledge and personal experiences to make m		CONNECT
CONNECTING		 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent. MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. 		
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do musicians make meaning creating, performing, and creating, performing, and responding.		•	
	MU: Cn11.0.3	Relate artistic ideas and works with societal, cultural and hist understanding. Relate musical ideas and works with varied context to deepen understanding.	•	CONNECT
		 Demonstrate understanding of relationships between and daily life. 	music and the other arts, other d	isciplines, varied contexts,
	Embedded within: MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as p MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance. MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue. MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elem context (such as personal and social). MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to		venue. se of the elements of music, and	
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other di life inform creating, performing	•

D N	MU: Cr1.1.4 Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.			IMAGINE
CREATING		 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purposas social and cultural). b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) tonalities (such as major and minor) and meters. 		·
		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 i	deas?
	MU: Cr2.1.4	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts	5.	PLAN / MAKE
		 a. Demonstrate selected and organized musical ideas to express intent, and explain connection to purpose a b. Use standard and/or iconic notation and/or recording simple harmonic musical ideas. 	nd context.	
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative deci	sions?
	MU: Cr3.1.4	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s	s) that meet appropriate criteria.	EVALUATE / REFINE
		a. Evaluate, refine , and document revisions to persona developed criteria and feedback to show improvement		collaboratively-
		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 qualit work?	y of their creative
	MU: Cr3.2.4	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cray	ftsmanship, and exhibits originality.	PRESENT
		a. Present the final version of personal created music t	o others, and explain connection to exp	ressive intent.
		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	?

D N	MU: Pr4.1.4	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge	
PERFORMIN		 Demonstrate and explain how the selection of music context, and technical skill. 	to perform is influenced by personal interest, knowledge,
		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?
	MU: Pr4.2.4	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their	
		 a. Demonstrate understanding of the structure and the music selected for performance. b. When analyzing selected music, read and perform usic. c. Explain how context (such as social and cultural) info 	ing iconic and/or standard notation.
		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?
	MU: Pr4.3.4	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.	INTERPRET
		 a. Demonstrate and explain how intent is conveyed three dynamics, tempo, and timbre). 	ough interpretive decisions and expressive qualities (such as
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

RMING	MU: Pr5.1.4	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individua others.</i>		REHEARSE / EVALUATE / REFINE	
RFORM		 a. Apply teacher-provided and collaboratively-developed expressiveness of ensemble and personal performance. b. Rehearse to refine technical accuracy and expressive. 	ces.	·	
PEF		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 performance?	the quality of their	
	MU: Pr6.1.4	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.	accuracy, and in a manner	PRESENT	
		 a. Perform music, alone or with others, with expression b. Demonstrate performance decorum and audience et 	•	•	
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged context and the manner in whi influence audience response?		
U Z	MU: Re7.1.4	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT	
SPONDING		 Demonstrate and explain how selected music connect purposes, or contexts. 	ts to and is influenced by specific	interests, experiences,	
SPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their	ESSENTIAL QUESTION(S) How do individuals choose mus	ic to experience?	

interests, experiences, understandings, and purposes.

D Z	MU: Re7.2.4	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	rm the response.	ANALYZE
RESPONDIN		 Demonstrate and explain how responses to music are music, and context (such as social and cultural). 	e informed by the structure , the u	se of the elements of
		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 str music inform a response?	ucture and context of
	MU: Re8.1.4	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 Demonstrate and explain how the expressive qualitic performers' and personal interpretations to reflect expressive qualitic performers. 	•	timbre) are used in
		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 of expressive intent?	creators' and performers'
	MU: Re9.1.4	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	analysis, interpretation, and	EVALUATE
		 Evaluate musical works and performances, applying context. 	established criteria, and explain a	ppropriateness to the
		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 performance(s)?	musical work(s) and

9 N	MU: Cn10.0.4	Synthesize and relate knowledge and personal experiences to Synthesize and relate knowledge and personal experiences to make r		CONNECT
ECTI		 Demonstrate how interests, knowledge, and skills rela and responding to music. 	te to personal choices and intent	when creating, performing,
		tent. erest, knowledge, context, and we qualities (such as dynamics,		
		ESSENTIAL QUESTION(S) How do musicians make meaning creating, performing, and response		
	MU: Cn11.0.4	Relate artistic ideas and works with societal, cultural and historical Relate musical ideas and works with varied context to deepen unders		CONNECT
		 a. Demonstrate understanding of relationships between and daily life. Embedded within: MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, an cultural). MU:Pr4.2.4c Explain how context (such as social and cultural) info MU:Pr6.1.4b Demonstrate performance decorum and audience e MU:Re7.2.4a Demonstrate and explain how responses to music an context (such as social and cultural). MU:Re9.1.4a Evaluate musical works and performances, applying 	ord explain connection to specific purpose orms a performance. etiquette appropriate for the context, verice informed by the structure, the use of the context of the context.	and context (such as social and nue, and genre. he elements of music, and
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other discip inform creating, performing, and re	

D N	MU: Cr1.1.5	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. 		
		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 idea	s?
	MU: Cr2.1.5	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. 		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	isions?
	MU: Cr3.1.5	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboration developed criteria and feedback, and explain rationale for changes. 		collaboratively-
		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 qualit work?	y of their creative



D N	MU: Cr3.2.5	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	tsmanship, and exhibits originality.	PRESENT
CREATIN		 a. Present the final version of personal created music to connection to expressive intent. 	o others that demonstrates craftsmansh	ip, and explain
\(\)		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	
D N	MU: Pr4.1.5	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
a. Demonstrate and explain how the selection of music to part and context, as well as their personal and others' technic		•	erest, knowledge,	
PERFO		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?	
	MU: Pr4.2.5	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
 a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, f harmony) in music selected for performance. b. When analyzing selected music, read and perform using standard notation. c. Explain how context (such as social, cultural, and historical) informs performances. 		ch, form, and		
		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 musical works inform performance?	and context of

D N G	MU: Pr4.3.5	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
ORMIN		 Demonstrate and explain how intent is conveyed thr dynamics, tempo, timbre, and articulation/style). 	ough interpretive decisions and exp	ressive qualities (such as
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	cal works?
·	MU: Pr5.1.5	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individual</i>		REHEARSE / EVALUATE / REFINE
	MU: Pr6.1.5	 a. Apply teacher-provided and established criteria and ensemble and personal performances. b. Rehearse to refine technical accuracy and expressive time. 	·	·
		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 qu performance?	ality of their
,		Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical the audience and context.	accuracy, and in a manner appropriate	PRESENT to
		 a. Perform music, alone or with others, with expression b. Demonstrate performance decorum and audience expression 	•	
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged reacontext and the manner in which influence audience response?	

D Z	MU: Re7.1.5	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING		 Demonstrate and explain, citing evidence, how select experiences, purposes, or contexts. 	ted music connects to and is influe	enced by specific interests,
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose musi	c to experience?
	MU: Re7.2.5	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works information.	rm the response.	ANALYZE
		 Demonstrate and explain, citing evidence, how respondences of music, and context (such as social, culture) 	•	e structure , the use of the
		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 str music inform a response?	ucture and context of
	MU: Re8.1.5	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		a. Demonstrate and explain how the expressive qualitie used in performers' and personal interpretations to r		ore, and articulation) are
		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 of expressive intent?	creators' and performers'

RESPONDING	MU: Re9.1.5	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	nalysis, interpretation, and	EVALUATE
		 Evaluate musical works and performances, applying context, citing evidence from the elements of music. 	· · · · · · · · · · · · · · · · · · ·	ppropriateness to the
		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 performance(s)?	musical work(s) and

MU: Cn10.0.5 Synthesize and relate knowledge and personal experiences to make art. CONNECT CONNECTING Synthesize and relate knowledge and personal experiences to make music. a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent. MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill. MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts. **ESSENTIAL QUESTION(S) ENDURING UNDERSTANDING** How do musicians make meaningful connections to Musicians connect their personal interests, experiences, creating, performing, and responding? ideas, and knowledge to creating, performing, and responding.

DNIL	MU: Cn11.0.5	Relate artistic ideas and works with societal, cultural and his understanding. Relate musical ideas and works with varied context to deepen understanding.	·	CONNECT
CONNECTING		a. Demonstrate understanding of relationships between and daily life. **Embedded within:** MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, a cultural, and historical). MU:Pr4.2.5c Explain how context (such as social, cultural, and h MU:Pr6.1.5b Demonstrate performance decorum and audience MU:Re7.2.5a Demonstrate and explain, citing evidence, how res music, and context (such as social, cultural, and historical). MU:Re9.1.5a Evaluate musical works and performances, applying evidence from the elements of music. **ENDURING UNDERSTANDING** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	istorical) informs performances. etiquette appropriate for the context, sponses to music are informed by the str	venue, genre, and style. ructure, the use of the elements of opriateness to the context, citing sciplines, contexts, and

D Z	MU: Cr1.1.6 Generate and conceptualize artistic ideas and Generate musical ideas for various purposes and conceptualize			IMAGINE
CREATING		 Generate simple rhythmic, melodic, and harmonic phintent. 	rases within AB and ABA forms that co	nvey expressive
CRI		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 in	ideas?
	MU: Cr2.1.6	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
 a. Select, organize, construct, and document personal must or ABA form that demonstrate an effective beginning, b. Use standard and/or iconic notation and/or audio/ vide phrases, melodic phrases, and two-chord harmonic must be select, organize, construct, and document personal must be selected as a select or a select or	, middle, and ending, and convey expre deo recording to document personal si	essive intent.		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	isions?
	MU: Cr3.1.6	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		a. Evaluate their own work, applying teacher-provided of and use of sound sources.b. Describe the rationale for making revisions to the must teacher.		
		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 qualit work?	y of their creative

CREATING	MU: Cr3.2.6 Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibit		smanship, and exhibits originality.	PRESENT
		 Present the final version of their documented personal originality to demonstrate an effective beginning, mid 	· · · · · · · · · · · · · · · · · · ·	•
		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?	
U U Z	MU: Pr4.1.6	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge,	technical skill, and context.	SELECT
PERFORMING		 Apply teacher-provided criteria for selecting music to why each was chosen. 	perform for a specific purpose and/or co	ontext, and explain
		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?	
	MU: Pr4.2.6	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their i	implications for performance.	ANALYZE
		 a. Explain how understanding the structure and the elements of music are used in music selected for performance. b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, articulation, and dynamics. c. Identify how cultural and historical context inform performances. 		
		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 musical works inform performance?	and context of

D N	MU: Pr4.3.6	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
ORMIN	a. Perform a selected piece of music demonstrating how their inte expressive qualities (such as dynamics, tempo, timbre, articular			
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret mu	isical works?
	MU: Pr5.1.6	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individua</i>		REHEARSE / EVALUATE / REFINE
		 a. Identify and apply teacher-provided criteria (such as originality, and interest) to rehearse, refine, and dete 		
		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 q performance?	uality of their
	MU: Pr6.1.6	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical audience and context.	accuracy, and in a manner appropriat	PRESENT re to the
		 a. Perform the music with technical accuracy to convey b. Demonstrate performance decorum (such as stage p appropriate for venue and purpose. 		audience etiquette
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged recontext and the manner in which influence audience response?	

D N	MU: Re7.1.6	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING		 Select or choose music to listen to and explain the corpurpose. 	nnections to specific interests or ex	xperiences for a specific
RESPC		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose musi	c to experience?
	MU: Re7.2.6	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	m the response.	ANALYZE
		a. Describe how the elements of music and expressive ofb. Identify the context of music from a variety of genres,		the pieces.
		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 str music inform a response?	ucture and context of
	MU: Re8.1.6	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perform	rmers' expressive intent.	INTERPRET
	,	 Describe a personal interpretation of how creators' as expressive qualities, within genres and cultural and h 		
		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 of expressive intent?	creators' and performers'

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary. MU: Re9.1.6 Apply criteria to evaluate artistic work. **EVALUATE** ONDING Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. a. Apply teacher-provided criteria to evaluate musical works or performances.

ENDURING UNDERSTANDING ESSENTIAL QUESTION(S) The personal evaluation of musical work(s) and How do we judge the quality of musical work(s) and performance(s) is informed by analysis, interpretation, and performance(s)? established criteria. Synthesize and relate knowledge and personal experiences to make art. CONNECT Synthesize and relate knowledge and personal experiences to make music.

CONNECTIN

G

S

MU: Cn10.0.6

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing,

Embedded within:

and responding to music.

MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

ڻ ع	MU: Cn11.0.6	Relate artistic ideas and works with societal, cultural and historical of Relate musical ideas and works with varied context to deepen understand		CONNECT
ONNECTIN		 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 		
Z		Embedded within: MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.		
		MU:Pr4.2.6c Identify how cultural and historical context inform the performances.		
O		MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.		
		MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods. MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.		
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other discipinform creating, performing, and r	•

D N	MU: Cr1.1.7 Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.			IMAGINE
CREATING		 Generate rhythmic, melodic, and harmonic phrases at ABA, or theme and variation forms that convey express 	•	ments within AB,
CRI		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	5?
	MU: Cr2.1.7	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
 a. Select, organize, develop and document personal musical ideas for arrangem AB, ABA, or theme and variation forms that demonstrate unity and variety ab. b. Use standard and/or iconic notation and/or audio/ video recording to document phrases, melodic phrases, and harmonic sequences. 		rate unity and variety and convey expr	essive intent.	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?
	MU: Cr3.1.7	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
style, form, and use of sound sources.		 a. Evaluate their own work, applying selected criteria su style, form, and use of sound sources. b. Describe the rationale for making revisions to the mus (teacher and peers). 		
		ENDURING UNDERSTANDING Musicians evaluate and refine their work through enemoss	ESSENTIAL QUESTION(S)	, of their exective
		Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality work?	of their creative

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ [\textbf{MUSIC}]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

D N	MU: Cr3.2.7	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	tsmanship, and exhibits originality.	PRESENT
CREATING		 a. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent. 		
CR		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?	
U Z	MU: Pr4.1.7	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
PERFORMING		 a. Apply collaboratively-developed criteria for selecting purpose and/or context and, after discussion, identif choices. 		-
		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?	
	MU: Pr4.2.7	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 a. Explain and demonstrate the structure of contrasting elements of music are used. b. When analyzing selected music, read and identify by articulation, dynamics, tempo, and form. c. Identify how cultural and historical context inform personnel. 	name or function standard symbols for rh	ythm, pitch
		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 a musical works inform performance?	and context of

D N	MU: Pr4.3.7	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
FORMING		 a. Perform contrasting pieces of music demonstrating the qualities (such as dynamics, tempo, timbre, articulate) 	<u>-</u>	•
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret mu	isical works?
	MU: Pr5.1.7	Develop and refine artistic techniques and work for presentation Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE
		 a. Identify and apply collaboratively-developed criteria technical skill of performer, originality, emotional im the music is ready to perform. 		•
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, How do music	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance?		
	MU: Pr6.1.7	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical audience and context.	accuracy, and in a manner appropriat	PRESENT re to the
		 a. Perform the music with technical accuracy and stylist b. Demonstrate performance decorum (such as stage pappropriate for venue, purpose, and context. 	•	
	,	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged recontext and the manner in which influence audience response?	• •

D Z	MU: Re7.1.7	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
RESPONDING		 Select or choose contrasting music to listen to and confor a specific purpose. 	ompare the connections to specific	interests or experiences
		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?
	MU: Re7.2.7	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	rm the response.	ANALYZE
		a. Classify and explain how the elements of music and opieces.b. Identify and compare the context of music from a va		· ·
		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 strumusic inform a response?	icture and context of
	MU: Re8.1.7	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 Describe a personal interpretation of contrasting wo the elements of music and expressive qualities, with intent. 	·	• •
		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 c expressive intent?	reators' and performers'

	O		,	
SPONDING	MU: Re9.1.7	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	nalysis, interpretation, and	EVALUATE
Z		a. Select from teacher-provided criteria to evaluate mu	isical works or performances.	
RESPO		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 performance(s)?	musical work(s) and
S Z	11101 011201017	Synthesize and relate knowledge and personal experiences synthesize and relate knowledge and personal experiences to make		CONNECT
ECTI		 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 		when creating,
CONNECTIN		Embedded within: MU:Cr2.1.7a Select, organize, develop and document personal AB, ABA, or theme and variation forms that demonstrate un MU:Cr3.2.7a Present the final version of their documented personiginality to demonstrate unity and variety, and convey expi MU:Pr4.1.7a Apply collaboratively-developed criteria for selections.	ity and variety and convey expressive interiors in composition, song, or arrangement ressive intent.	ent. , using <mark>craftsmanship</mark> and

and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive

MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a

specific purpose.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

TING	MU: Cn11.0.7	Relate artistic ideas and works with societal, cultural and hist understanding. Relate musical ideas and works with varied context to deepen unders	·	CONNECT
		a. Demonstrate understanding of relationships between and daily life. Embedded within: MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variation forms that convey expressive intent. MU:Pr4.2.7c Identify how cultural and historical context inform MU:Pr6.1.7b Demonstrate performance decorum (such as stage venue, purpose, and context. MU:Re7.2.7b Identify and compare the context of music from a MU:Re9.1.7a Select from teacher-provided criteria to evaluate in ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	performance and results in different must presence, attire, and behavior) and audivariety of genres, cultures, and historica	niments within AB, ABA, or theme usic interpretations. dience etiquette appropriate for all periods.

D Z	MU: Cr1.1.8	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING	a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments (including introductions, transitions, and codas) that convey expressive intent. 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	 Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. 		
CRE		ESSENTIAL QUESTION(S) How do musicians generate creative	ideas?	
	MU: Cr2.1.8	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 a. Select, organize, and document personal musical idea expanded forms that demonstrate tension and release. b. Use standard and/or iconic notation and/or audio/ vimelodic phrases, and harmonic sequences. 	se, unity and variety, balance, and con	vey expressive intent .
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.8	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		 a. Evaluate their own work by selecting and applying crit techniques, style, form, and use of sound sources. b. Describe the rationale for refining works by explaining 		
		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 qualit work?	ry of their creative

CREATING	ENDURING UNDERSTANDING	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craf	tsmanship, and exhibits originality.	PRESENT	
		 a. Present the final version of their documented person and originality to demonstrate the application of con tension and release, and balance to convey expression 	npositional techniques for creating unity	•	
		Musicians' presentation of creative work is the culmination	ESSENTIAL QUESTION(S) When is creative work ready to share?		
D N	MU: Pr4.1.8	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT	
ORMIN		 Apply personally-developed criteria for selecting music of contrasting styles for a program with a sp and/or context, and explain expressive qualities, technical challenges, and reasons for choices. 			
PERFOR		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?	TION(S)	
	MU: Pr4.2.8	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE	
		 a. Compare the structure of contrasting pieces of music music are used in each. b. When analyzing selected music, sight-read in treble of notation. c. Identity how cultural and historical context inform p 	or bass clef simple rhythmic, melodic, and	l/or harmonic	
		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 musical works inform performance?	and context of	

PERFORMING	MU: Pr4.3.8	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		 a. Perform contrasting pieces of music, demonstrating at their interpretations of the elements of music and examples articulation/style, and phrasing). 	· —	
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical	works?
	MU: Pr5.1.8	Develop and refine artistic techniques and work for present Evaluate and refine personal and ensemble performances, individua		REHEARSE / EVALUATE / REFINE
		 a. Identify and apply personally-developed criteria (sucted technical skill of performer, originality, emotional im when the music is ready to perform. 	•	
		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 performance?	of their
	MU: Pr6.1.8	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical the audience and context.	accuracy, and in a manner appropriate to	PRESENT
		 a. Perform the music with technical accuracy, stylistic econvey the creator's intent. b. Demonstrate performance decorum (such as stage pappropriate for venue, purpose, context, and style. 		
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready context and the manner in which mus influence audience response?	•

RESPONDING	MU: Re7.1.8	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT	
		 Select programs of music (such as a CD mix or live pe or experience for a specific purpose. 	rformances) and demonstrate the	connections to an interest	
			ESSENTIAL QUESTION(S) How do individuals choose music	c to experience?	
	MU: Re7.2.8	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works information.	rm the response.	ANALYZE	
		a. Compare how the elements of music and expressiveb. Identify and compare the context of programs of mu			
		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 str music inform a response?	ucture and context of	
	MU: Re8.1.8	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET	
		 Support personal interpretation of contrasting progr the elements of music and expressive qualities, with expressive intent. 	The state of the s		
		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 of expressive intent?	creators' and performers'	

S

CONNECTING

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary. MU: Re9.1.8 Apply criteria to evaluate artistic work. **EVALUATE** ONDING Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. a. Apply appropriate personally-developed criteria to evaluate musical works or performances.

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)?

MU: Cn10.0.8

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.

MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

ENDURING UNDERSTANDING

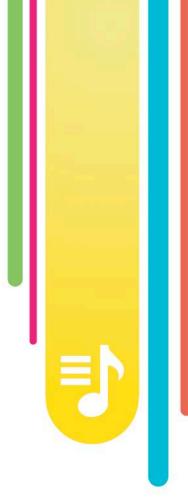
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

CONNECTING	MU: Cn11.0.8	Relate artistic ideas and works with societal, cultural and hist understanding. Relate musical ideas and works with varied context to deepen unders	·	CONNECT	
	NEC.		a. Demonstrate understanding of relationships between and daily life.	music and the other arts, other o	disciplines, varied contexts,
		Embedded within: MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases introductions, transitions, and codas) that convey expressive in MU:Pr4.2.8c Identity how cultural and historical context inform MU:Pr6.1.8b Demonstrate performance decorum (such as stage venue, purpose, context, and style. MU:Re7.2.8b Identify and compare the context of programs of m MU:Re9.1.8a Apply appropriate personally-developed criteria to	ntent. performance and results in different must presence, attire, and behavior) and aud nusic from a variety of genres, cultures,	usical effects. lience etiquette appropriate for and historical periods.	
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other didaily life inform creating, performusic?	• •	

Harmonizing Instruments [MUSIC]



CREATING	MU: Cr1.1.H.5 NOVICE	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		 Generate melodic, rhythmic, and harmonic ideas for s accompaniments for given melodies. 	imple melodies (such as two-phrase)	and chordal
		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?
	MU: Cr2.1.H.5	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and con	texts.	PLAN / MAKE
		 Select, develop, and use standard notation or audio/vectors harmonic ideas for drafts of simple melodies (such as melodies. 		•
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	cisions?
	MU: Cr3.1.H.5 NOVICE	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical was criteria.	ork(s) that meet appropriate	EVALUATE / REFINE
		 Apply teacher-provided criteria to critique, improve, and chordal accompaniments for given melodies. 	and refine drafts of simple melodies (s	such as two- <mark>phrase</mark>)
		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 quali work?	ity of their creative

TING

MU: Cr3.2.H.5

NOVICE

Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

Refine and complete artistic work.

EATI		 Share final versions of simple melodies (such as two- demonstrating an understanding of how to develop a 	•	en melodies,
CREA		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?	
5 N	MU: Pr4.1.H.5	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, know	vledge, technical skill, and context.	SELECT
FORMIN		 Describe and demonstrate how a varied repertoire of accompaniments is selected, based on personal intercontext of the performances. 		
PER		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.H.5	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and	d their implications for performance.	ANALYZE
		 Identify prominent melodic and harmonic characteris repertoire pieces, and chordal accompaniments selec reading standard notation. 		
		ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate	ESSENTIAL QUESTION(S) How does understanding the structure and	d context of

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

musical works inform performance?

PRESENT

elements of music provides insight into their intent and

informs performance.

D N	MU: Pr4.3.H.5	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' inten	t.	INTERPRET
FORMING		 Demonstrate and describe in interpretations an under repertoire of music selected for performance that inconcern accompaniments. 	•	
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	sical works?
	MU: Pr5.1.H.5	Develop and refine artistic techniques and work for presents <i>Evaluate and refine personal and ensemble performances, indothers.</i>		REHEARSE / EVALUATE / REFINE
		 a. Apply teacher-provided criteria to critique individual melodies, repertoire pieces, and chordal accompaning to address performance challenges and refine the per 	nents selected for performance, and	
		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 question performance?	uality of their
	MU: Pr6.1.H.5 NOVICE	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and techniques to the audience and context.	hnical accuracy, and in a manner	PRESENT
		 a. Perform with expression and technical accuracy in in includes melodies, repertoire pieces, and chordal acc and the context. 		
		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 re context and the manner in which influence audience response?	

$Harmonizing\ Instruments\ [\ \textbf{MUSIC}\]\ \textit{Words in {\it red}} \textit{ are defined in the Glossary}.$

D Z	MU: Re7.1.H.5	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDIN		 Demonstrate and describe reasons for selecting music connections to interest, purpose, or personal experient 		usic and
RESPC		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 ex	perience?
	MU: Re7.2.H.5	Perceive and analyze artistic work. <i>Analyze how the structure and context of varied musical works</i>	s inform the response.	ANALYZE
		 Demonstrate and explain, citing evidence, the use of r how these and knowledge of the context (social or cu 	•	usical selections and
		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 music inform a response?	and context of
	MU: Re8.1.H.5	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators',	/performers' expressive intent.	INTERPRET
		 a. Identify interpretations of the expressive intent and r music, context (personal or social), and (when approp 		o the elements of
		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 musical creators' a expressive intent?	nd performers'

	G
	Z
/ICE	Z
	0
	۵
	S
	111

MU: Re9.1.H.5 NOVICE

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

a. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

CONNECTIN

MU: Cn10.0.H.5 NOVICE

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.5a 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.

MU:Pr4.1.H.5a 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 skills, as well as the context of the performances.

MU:Re7.1.H.5a Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and connections to interest, purpose, or experiences.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)





5 CONNECTIN

MU: Cn11.0.H.5 NOVICE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. MU:Re7.2.H.5a 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) influence the response. MU:Re9.1.H.5a Identify and describe how interest, experiences and contexts (personal or social) effect the evaluation of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.



D N	MU: Cr1.1.H.8 INTERMEDIATE	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.	5.	IMAGINE
EATING		 Generate melodic, rhythmic, and harmonic ideas AB/ABA forms) and two-to-three-chord accompa 	•	hord progressions or
CRI		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?
	MU: Cr2.1.H.8 INTERMEDIATE	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes an	d contexts.	PLAN / MAKE
		 Select, develop, and use standard notation and a harmonic ideas for drafts of melodies (created or to-three-chord accompaniments for given melod 	ver specified chord progressions or AB	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.H.8 INTERMEDIATE	Refine and complete artistic work. Evaluate and refine selected musical ideas to create music criteria.	cal work(s) that meet appropriate	EVALUATE / REFINE
		 a. Apply teacher-provided criteria to critique, impr chord progressions or AB/ABA forms) and two-t 	•	•
		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 qualit work?	y of their creative

$Harmonizing\ Instruments\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$



D Z	MU: Cr3.2.H.8 INTERMEDIATE	Refine and complete artistic work. Share creative musical work that conveys intent, demonst	strates craftsmanship, and exhibits originality.	PRESENT
REATI		 Share final versions of melodies (created over s three-chord accompaniments for given melodie organize personal musical ideas. 	. •	
O		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?	

MING	MU: Pr4.1.H.8 INTERMEDIATE	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, in a. Describe and demonstrate how a varied repertoin	knowledge, technical skill, and context.	SELECT pieces, and
FORI		chordal accompaniments is selected, based on peter technical challenges that need to be addressed),		nical skill (citing
PER		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.H.8 INTERMEDIATE	Select, analyze and interpret artistic work for presentation Analyze the structure and context of varied musical works		ANALYZE
		 Identify prominent melodic, harmonic, and struct historical) in a varied repertoire of music that inc accompaniments selected for performance, inclu 	ludes melodies, repertoire pieces, and chorda	I
		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 of musical works inform performance?	context of

D N	MU: Pr4.3.H.8 INTERMEDIATE	Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' in		INTERPRET
FORMIN		 Demonstrate and describe in interpretations and and expressive intent in a varied repertoire of me repertoire pieces, and chordal accompaniments. 	<u> </u>	•
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical v	vorks?
	MU: Pr5.1.H.8 INTERMEDIATE	Develop and refine artistic techniques and work for pres <i>Evaluate and refine personal and ensemble performances, others.</i>		REHEARSE / EVALUATE / REFINE
		 a. Apply teacher-provided criteria to critique individed includes melodies, repertoire pieces, and chordal practice strategies to address performance challe 	accompaniments selected for performa	
		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 performance?	of their
	MU: Pr6.1.H.8 INTERMEDIATE	Convey meaning through the presentation of artistic wo Perform expressively, with appropriate interpretation and appropriate to the audience and context.		PRESENT
		 a. Perform with expression and technical accuracy that includes melodies, repertoire pieces, and cho audience and an understanding of the context (so 	ordal accompaniments, demonstrating se	-
		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 context and the manner in which music influence audience response?	•

D Z	MU: Re7.1.H.8 INTERMEDIATE	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or contex	αt.	SELECT
PONDIN		 Explain reasons for selecting music citing characte purpose, and context. 	eristics found in the music and connection	ns to interest,
RESP		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 exp	perience?
	MU: Re7.2.H.8 INTERMEDIATE	Perceive and analyze artistic work. Analyze how the structure and context of varied musical v	vorks inform the response.	ANALYZE
		a. Describe how the way that the elements of music cultural) inform the response.	c are manipulated and knowledge of the	context (social and
		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 a music inform a response?	and context of
	MU: Re8.1.H.8 INTERMEDIATE	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect crea	tors'/performers' expressive intent.	INTERPRET
		a. Identify and support interpretations of the expre evidence the treatment of the elements of music		
		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 musical creators' an expressive intent?	d performers'

≣N	
NTERMEDIATE	

MU:	Re9	.1.H.8
INTER	RME	DIATE

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

a. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

EVALUATE

CONNECT

CONNECTING

ESPONDING

MU: Cn10.0.H.8 INTERMEDIATE

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.8a 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. MU:Pr4.1.H.8a 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 skills (citing technical challenges that need to be addressed), as well as the **context** of the **performances**.

MU:Re7.1.H.8a Cite reasons for how the musical selections use the elements of music and make connections to specific interests, purposes, and experiences.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

CONNECTIN

9

MU: Cn11.0.H.8 INTERMEDIATE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for **performance**.

MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) influence the response.

MU:Re9.1.H.8a Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CONNECT

D N	MU: Cr1.1.H.I	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 Generate melodic, rhythmic, and harmonic ideas for variation or 12-bar blues), and three-or-more-chord country and gallop strumming, finger picking pattern 	accompaniments in a variety of patterns	
O		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 ide	eas?
	MU: Cr2.1.H.I HS PROFICIENT	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and co	ontexts.	PLAN / MAKE
		 Select, develop, and use standard notation and aud harmonic ideas for drafts of improvisations, compo- and three-or-more-chord accompaniments in a varie strumming, finger picking patterns). 	sitions (forms such as theme and variations)	on or 12-bar blues),
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisi	ons?
	MU: Cr3.1.H.I HS PROFICIENT	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical criteria.		EVALUATE / REFINE
		 Develop and apply criteria to critique, improve, and as theme and variation or 12-bar blues) and three-of as arpeggio, country and gallop strumming, finger process. 	or-more-chord accompaniments in a various	•
		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 work?	of their creative

=1					
	E				
	ŀ	-		5	
PROFICIENT	PR	OFI	CIE	S ENT	

CREATING	MU: Cr3.2.H.I HS PROFICIENT	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrationality.	ates craftsmanship, and exhibits	PRESENT
		 a. Perform final versions of improvisations, composite and three-or-more-chord accompaniments in a var strumming, finger picking patterns), demonstrating composition/improvisation and originality in development. 	iety of patterns (such as arpeggio, country g technical skill in applying principles of	•
		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?	

ORMING	MU: Pr4.1.H.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, known a. Explain the criteria used when selecting a varied rethat include melodies, repertoire pieces, improvisa (such as arpeggio, country and gallop strumming, fi	• •	
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.H.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation Analyze the structure and context of varied musical works of	ANALYZE	
		 Identify and describe important theoretical and str historical) in a varied repertoire of music that inclu accompaniments in a variety of patterns (such as an patterns). 	ations, and chordal	
		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 a musical works inform performance?	nd context of

5 Z	MU: Pr4.3.H.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' inte	INTERPRET				
RFORMING		 a. Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoir of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent. ESSENTIAL QUESTION(S) How do performers interpret musical works?					
PE							
	MU: Pr5.1.H.I HS PROFICIENT	Develop and refine artistic techniques and work for presen <i>Evaluate and refine personal and ensemble performances, indiv</i>		REHEARSE / EVALUATE / REFINE			
		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 and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.					
		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?					
	MU: Pr6.1.H.I HS PROFICIENT	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.					
		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 patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).					
		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? context and the manner in which musical work is influence audience response?					

$Harmonizing\ Instruments\ [\ \textbf{MUSIC}\]\ \textit{words in {\it red}} \textit{ are defined in the Glossary}.$

D N	MU: Re7.1.H.I HS PROFICIENT	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDIN		 Apply criteria to select music for specified purposes, music and connections to interest, purpose, and con 	cteristics found in the	
RESPC		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	c to experience?	
	MU: Re7.2.H.I HS PROFICIENT	Perceive and analyze artistic work. Analyze how the structure and context of varied musical work	ANALYZE	
		 a. Compare passages in musical selections and explain l historical) inform the response. 	ontext (social, cultural, or	
		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 strue music inform a response?		
	MU: Re8.1.H.I HS PROFICIENT	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators	:'/performers' expressive intent.	INTERPRET
		 Explain and support interpretations of the expressive evidence the treatment of the elements of music, co appropriate) the setting of the text, and outside sour 	_	
		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 musical createspressive intent?	tors' and performers'

MU: Re9.1.H.I HS PROFICIENT

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

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.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

NIDNO

ES

MU: Cn10.0.H.I HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.la Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-ormore-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

MU:Pr4.1.H.la Explain the criteria used when selecting a varied repertoire of music, based on personal interest and technical skills for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Re7.1.H.la Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, connections to interest, purpose, and context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

G CONNECTIN

MU: Cn11.0.H.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.la Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) selected for performance.

MU:Re7.2.H.la Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) influence the response.

MU:Re9.1.H.la 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

CREATING	MU: Cr1.1.H.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contex		IMAGINE	
EAT		 Generate melodic, rhythmic, and harmonic idea improvisations, accompaniment patterns in a va 	•		
CRI		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 i	deas?	
	MU: Cr2.1.H.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and	nd contexts.	PLAN / MAKE	
		 Select, develop, and use standard notation and harmonic ideas for drafts of compositions (form accompaniment patterns in a variety of styles, a 	nprovisations,		
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent. ESSENTIAL QUESTION(S) How do musicians make creative			sions?	
	MU: Cr3.1.H.II HS ACCOMPLISHED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create muscriteria.	sical work(s) that meet appropriate	EVALUATE / REFINE	
		 Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmoni given melodies. 			
		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 work?	y of their creative	

Ē	Ь
ACCO	MPLISHED

	MU: Cr3.2.H.II
НS	ACCOMPLISHED

Refine and complete artistic work.

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. 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.

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?

ERFORMING

CREATING

MU: Pr4.1.H.II HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.

Select varied musical works to present based on interest, knowledge, technical skill, and context.

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.

ENDURING UNDERSTANDING

Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

ESSENTIAL QUESTION(S)

How do performers select repertoire?

MU: Pr4.2.H.II HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.

Analyze the structure and context of varied musical works and their implications for performance.

ANALYZE

SELECT

PRESENT

a. 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.

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?

9 N	MU: Pr4.3.H.II HS ACCOMPLISHED	n. ent.	INTERPRET				
FORMIN		 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, a chordal accompaniments in a variety of styles. 					
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	l works?				
	MU: Pr5.1.H.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for prese <i>Evaluate and refine personal and ensemble performances, in others.</i>		REHEARSE / EVALUATE / REFINE			
		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.					
		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?					
	MU: Pr6.1.H.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work Perform expressively, with appropriate interpretation and tappropriate to the audience and context.		PRESENT			
		a. Perform with expression and technical accuracy, in repertoire of music that includes melodies, repertoin in a variety of styles, demonstrating sensitivity to t cultural, and historical).	pire pieces, improvisations, and chord	al accompaniments			
		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 context and the manner in which mu presented influence audience response.	isical work is			

$Harmonizing\ Instruments\ [\ \textbf{MUSIC}\]\ \textit{words in {\it red}} \textit{ are defined in the Glossary}.$



D Z	MU: Re7.1.H.II HS ACCOMPLISHED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or conte	ext.	SELECT			
ONDIN		 a. Apply criteria to select music for a variety of pur the specified purpose and context. 	 Apply criteria to select music for a variety of purposes, justifying choices citing knowleds the specified purpose and context. 				
RESPC		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	perience?				
	MU: Re7.2.H.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical	ANALYZE				
		 Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting selections inform the response. 					
		ESSENTIAL QUESTION(S) How does understanding the structure music inform a response?	and context of				
	MU: Re8.1.H.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect cre	ators'/performers' expressive intent.	INTERPRET			
		a. Explain and support interpretations of the expressive intent and meaning of musical selections evidence the treatment of the elements of music, context (personal, social, and cultural), and (appropriate) the setting of the text, and varied researched sources.					
		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 musical creators' ar expressive intent?	nd performers'			

Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.



MU: Re9.1.H.II HS ACCOMPLISHED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

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.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.H.II HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.Ila 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 skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music, based on personal interest and technical skills for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

G CONNECTIN

MU: Cn11.0.H.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles selected for performance.

MU:Re7.2.H.IIa Explain how the analysis of the structures and context (social, cultural, and historical) from contrasting musical selections influence the response.

MU:Re9.1.H.IIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

U Z	MU: Cr1.1.H.III HS ADVANCED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE		
CREATING		 Generate melodic, rhythmic, and harmonic ideas forms and styles), improvisations in several different given melodies. 	•	-		
O		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 in	deas?		
	MU: Cr2.1.H.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and	contexts.	PLAN / MAKE		
		 Select, develop, and use standard notation and au harmonic ideas for drafts of compositions (represe several different styles, and stylistically appropriat 	•			
		ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?			
	MU: Cr3.1.H.III HS ADVANCED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical criteria.	ıl work(s) that meet appropriate	EVALUATE / REFINE		
		 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. 				
	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 quaywork?			of their creative		

ADVAN	S NCED

M	U	: (r	3.2	2.	Н	.	П
Н	S	ΑΙ) \	/ A	N	C	Ε	D

Refine and complete artistic work.

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. 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.

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?

PRESENT

SELECT

ANALYZE

RFORMING ш

۵

CREATING

MU: Pr4.1.H.III HS ADVANCED

Select, analyze and interpret artistic work for presentation.

Select varied musical works to present based on interest, knowledge, technical skill, and context.

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.

ENDURING UNDERSTANDING

Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

ESSENTIAL QUESTION(S)

How do performers select repertoire?

MU: Pr4.2.H.III HS ADVANCED

Select, analyze and interpret artistic work for presentation.

Analyze the structure and context of varied musical works and their implications for performance.

a. 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.

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?

D Z	MU: Pr4.3.H.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' interpretations.		INTERPRET
FORMIN		a. 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.		
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret music	cal works?
	MU: Pr5.1.H.III HS ADVANCED	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, inwith others.</i>		REHEARSE / EVALUATE / REFINE
		 Develop and apply criteria, including feedback from repertoire (melodies, repertoire pieces, stylistically a contrasting styles) selected for individual and small g address performance challenges and refine the performance 	appropriate accompaniments, <mark>impr</mark> group performance, and create rehe	ovisations in a variety of
		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 q performance?	uality of their
	MU: Pr6.1.H.III HS ADVANCED	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and tecappropriate to the audience and context.	chnical accuracy, and in a manner	PRESENT
a. Perform with expression and technical accuracy, in individual and small group per repertoire for programs of music that includes melodies, repertoire pieces, stylis accompaniments, and improvisations in a variety of contrasting styles, demonstrated audience and an understanding of the context (social, cultural, and historical).			dies, repertoire pieces, stylistically contrasting styles, demonstrating s	appropriate
		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 recontext and the manner in which presented influence audience res	n musical work is

D N	MU: Re7.1.H.III HS ADVANCED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDIN		 Select, describe, and compare a variety of individual genres, and historical periods. 	al and small group musical programs from	varied cultures,
RESPO		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 exp	perience?
	MU: Re7.2.H.III HS ADVANCED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical wo	orks inform the response.	ANALYZE
		a. Demonstrate and justify how the structural characteristic distinguish how context (social, cultural, and histo	•	
		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 music inform a response?	and context of
	MU: Re8.1.H.III HS ADVANCED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect create	ors'/performers' expressive intent.	INTERPRET
		 Establish and justify interpretations of the express and synthesizing varied researched sources, include 	_	
		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 musical creators' ar expressive intent?	nd performers'

∃ [7]	
-IS VANCED	

MU: Re9.1.H.III HS ADVANCED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

a. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

5 CONNECTIN

MU: Cn10.0.H.III HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.Illa 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 skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

MU:Pr4.1.H.Illa Develop and apply criteria for selecting a varied repertoire of music for a program of music, based on personal interest and technical skills, for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different styles.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

G CONNECTIN

MU: Cn11.0.H.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.IIIa Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in varied repertoire for a program of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different styles.

MU:Re7.2.H.Illa 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 influence the response.

MU:Re9.1.H.Illa Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

ENDURING UNDERSTANDING

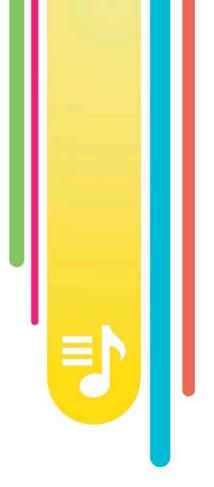
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CONNECT

Technology [MUSIC]



CREATING	MU: Cr1.1.T.I HS PROFICIENT	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.		
CREA		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?
	MU: Cr2.1.T.I HS PROFICIENT	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts	5.	PLAN / MAKE
		a. Select melodic, rhythmic, and harmonic ideas to dev	elop into a larger work using digital to	ols and resources.
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?	
	MU: Cr3.1.T.I			EVALUATE / REFINE
		 Drawing on feedback from teachers and peers, deve technical and expressive aspects of draft composition 	, , ,	ve and refine the
		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 qualit work?	y of their creative
	MU: Cr3.2.T.I	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cra	ftsmanship, and exhibits originality.	PRESENT
		a. Share compositions or improvisations that demonstrate a proficient level of musical and t craftsmanship as well as the use of digital tools and resources in developing and organizing		
		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	?

ORMING	MU: Pr4.1.T.I HS PROFICIENT			SELECT
		, ,	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.	
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.T.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 Describe how context, structural aspects of the mus performances. 	sic, and digital media/tools inform	prepared and improvised
		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 strumusical works inform performan	
	MU: Pr4.3.T.I	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
	a. Demonstrate how understanding the context , expressive challenges, and use of digita repertoire of music influence prepared or improvised performances.		l tools in a varied	
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mu	isical works?



ORMING	MU: Pr5.1.T.I HS PROFICIENT	Develop and refine artistic techniques and work for presen <i>Evaluate and refine personal and ensemble performances, individu</i>		EVALUATE / REFINE
		 a. Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. 		
PERFO		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 q performance?	uality of their
	MU: Pr6.1.T.I HS PROFICIENT	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.		PRESENT
 a. Using digital tools, demonstrate attention to technical accuracy a improvised performances of a varied repertoire of music. b. Demonstrate an understanding of the context of music through p 		music.		
		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 recontext and the manner in which presented influence audience res	n musical work is
פ	MU: Re7.1.T.I HS PROFICIENT	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
a. Cite reasons for choosi		 Cite reasons for choosing music based on the use of connections to interest or purpose. 	the elements of music , digital and	electronic aspects, and
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and	ESSENTIAL QUESTION(S) How do individuals choose music	to experience?

purposes.

D N	MU: Re7.2.T.I HS PROFICIENT	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	orm the response.
SPONDIN		 Explain how knowledge of the structure (repetition, of the music informs the response. 	similarities, contrasts), technological aspects, and purpose
RESPO		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?
	MU: Re8.1.T.I HS PROFICIENT	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perg	INTERPRET formers' expressive intent.
		 Explain and support an interpretation of the expressed elements of music, digital and electronic features, a 	sive intent of musical selections based on treatment of the nd purpose .
		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 musical creators' and performers' expressive intent?
	MU: Re9.1.T.I HS PROFICIENT	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on established criteria.	EVALUATE analysis, interpretation, and
	a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and interests.		
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

	G
=	Z
71	F
	C
118	ш
H _S	Z
ROFICIENT	Z

MU	J: Cn10.0.	Γ.Ι
HS	PROFICIEN	١T

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

MU:Pr4.I.T.Ia 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:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

MU:Re7.I.T.la Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects and connections to interest or purpose.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.T.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Cr1.1.T.la Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools. MU:Pr4.2.T.la Describe how context, structural aspects of the music, and digital media/tools impact prepared and improvised performances.

MU:Pr6.1.T.lb Demonstrate an attention to and understanding of the context of music through prepared and improvised performance. MU:Re7.2.T.la Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music influence the response.

MU:Re8.1.T.Ia 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

CREATING	MU: Cr1.1.T.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		 Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources. 		
		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 creativ	e ideas?
	MU: Cr2.1.T.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and conte	exts.	PLAN / MAKE
		 Select melodic, rhythmic, and harmonic ideas to dusing digital and analog tools. 	evelop into a larger work that exhibit	s unity and variety
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	ecisions?
	MU: Cr3.1.T.II HS ACCOMPLISHED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.		EVALUATE / REFINE
		 Develop and implement varied strategies to improduce draft compositions and improvisations. 	ove and refine the technical and expr	essive aspects of
		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 quawork?	lity of their creative
	MU: Cr3.2.T.II HS ACCOMPLISHED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates of	craftsmanship, and exhibits originality.	PRESENT
		 Share compositions and improvisations that demete technological craftsmanship as well as the use of organizing musical ideas. 	·	
		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 sha	re?

D N	MU: Pr4.1.T.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentati Select varied musical works to present based on interest, knowle		SELECT	
RFORMIN		 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 skill using digital tools and resources. 			
PEF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire. ESSENTIAL QUESTION(S) How do performers select repertoires			
	MU: Pr4.2.T.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentati Analyze the structure and context of varied musical works and to	ANALYZE		
		 Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances. 			
		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 musical works inform performance?			
	MU: Pr4.3.T.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentati <i>Develop personal interpretations that consider creators' intent.</i>		INTERPRET	
		a. 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.			
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	ical works?	

$Technology \ [\ \textbf{MUSIC}\] \ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

Ē	þ
ACCOM	PLISHED

D N E	MU: Pr5.1.T.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for prese <i>Evaluate and refine personal and ensemble performances, indivisothers.</i>		EVALUATE / REFINE
ORMING		a. Develop and implement rehearsal strategies to im prepared and improvised performances in a varied	•	d expressive aspects of
PERF		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their context, expressive intent, and established criteria.	ESSENTIAL QUESTION(S) How do musicians make creativ	e decisions?
	MU: Pr6.1.T.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic wor Perform expressively, with appropriate interpretation and technic appropriate to the audience and context.		PRESENT
		 Using digital tools and resources, demonstrate techniques improvised performances of a varied repertoire or 		
		 b. Demonstrate an understanding of the expressive i and improvised performances. 		
		b. Demonstrate an understanding of the expressive i		udience through prepare ready to present? How d th musical work is
5 N	MU: Re7.1.T.II HS ACCOMPLISHED	 b. Demonstrate an understanding of the expressive is and improvised performances. ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a 	ESSENTIAL QUESTION(S) When is a performance judged context and the manner in which	udience through prepare ready to present? How d th musical work is
PONDING		b. Demonstrate an understanding of the expressive is and improvised performances. 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. Perceive and analyze artistic work.	ESSENTIAL QUESTION(S) When is a performance judged a context and the manner in which presented influence audience remaining opinions based on manipu	ready to present? How do not be musical work is esponse?

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

How do individuals choose music to experience?

Technology [MUSIC] Words in red are defined in the Glossary.

D N	MU: Re7.2.T.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works in	form the response.	ANALYZE	
SPONDING	J	 Explain how an analysis of the structure, context, response. 	and technological aspects of the	e music informs the	
RESPO		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 music inform a response?	structure and context of	
	MU: Re8.1.T.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	erformers' expressive intent.	INTERPRET	
	no Negelin ElenEs	 a. Connect the influence of the treatment of the elen purpose, and other art forms to the expressive int 			
		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 musical cr expressive intent?	eators' and performers'	
	MU: Re9.1.T.II HS ACCOMPLISHED	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based of established criteria.	n analysis, interpretation, and	EVALUATE	
		 Apply criteria to evaluate music based on analysis, analog features, and musical qualities. 	interpretation, artistic intent,	digital, electronic, and	
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	of musical work(s) and	

≣ħI	(
	Ļ
15	ŗ
OMPLISHED	4
	-

	MU: Cn10.0.T.II
HS	ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make music.

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas. MU:Pr4.I.T.IIa 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 skill using digital tools and resources. MU:Pr4.3.T.IIa 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. MU:Re7.I.T.IIa Select and critique contrasting musical works, defending opinions based on the elements of music, digital and electronic aspects and the purpose and context of the works.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECT

CONNECT

MU: Cn11.0.T.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Cr1.1.T.IIa Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources. MU:Pr4.2.T.IIa Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools impact and influence prepared and improvised performances.

MU:Pr6.1.T.IIb Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

MU:Re7.2.T.IIa Explain how an analysis of the structure, context, and technological aspects of the music influences the response. MU:Re8.1.T.IIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CREATING	MU: Cr1.1.T.III HS ADVANCED			IMAGINE
		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 id	eas?
	MU: Cr2.1.T.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts	;.	PLAN / MAKE
		 Select, develop, and organize multiple melodic, rhyth exhibits unity, variety, complexity, and coherence us 	·	_
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisi	ons?
	MU: Cr3.1.T.III			EVALUATE / REFINE
		Develop and implement varied strategies and apply a expressive aspects of draft compositions and impro-	· · · ·	e the technical and
		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 work?	of their creative
	MU: Cr3.2.T.III HS ADVANCED Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		ftsmanship, and exhibits originality.	PRESENT
		 Share a portfolio of musical creations representing v of musical and technological craftsmanship as well a in developing and organizing musical ideas. 	· · ·	
		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?	

D N	MU: Pr4.1.T.III HS ADVANCED Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context.		e, technical skill, and context.	SELECT
Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance.		the theoretical and structural characteristics, as well	as expressive challenges in the music, as	_
	MU: Pr4.2.T.III HS ADVANCED		implications for performance.	ANALYZE
		 Examine, evaluate and critique how context, theoret media/tools inform and influence prepared and impr 	·	and <mark>digital</mark>
		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 musical works inform performance?	
	MU: Pr4.3.T.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		 Demonstrate how understanding the style, genre, co repertoire of music informs and influences prepared with audiences. 		_
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical v	works?

Ħ	þ
H	S

ORMING

ш

MU	: Pr5.	1.T.III
HS	ADVA	NCED

Develop and refine artistic techniques and work for presentation.

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

EVALUATE / REFINE

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.

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?

MU: Pr6.1.T.III HS ADVANCED

Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

- a. Integrating digital and analog tools and resources, 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.
- b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

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?

G Z $\overline{\mathsf{O}}$ ۵

MU: Re7.1.T.III HS ADVANCED

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

SELECT

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.

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?

SPONDING	MU: Re7.2.T.III HS ADVANCED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works infor	m the response.	ANALYZE
		 Demonstrate and justify how an analysis of the struct decisions, informs interest in and response to the mu 		technological and creative
RESPO		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 str music inform a response?	ucture and context of
	MU: Re8.1.T.III HS ADVANCED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 Examine, cite research and multiple sources to conne digital and electronic features, context, purpose, and 		-
		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 musical crea expressive intent?	tors' and performers'
	MU: Re9.1.T.III HS ADVANCED	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	nalysis, interpretation, and	EVALUATE
		a. Develop and justify the evaluation of a variety of mus digital, electronic and analog features, and understan	•	nally-developed criteria,
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	musical work(s) and

Technology [MUSIC] Words in red are defined in the Glossary.

: P	
IS	
ANCED	

G

CONNECTIN

MU: Cn10.0.T.III HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.T.Illa Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas. MU:Pr4.I.T.IIIa 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 skill using digital tools, resources, and systems. MU:Pr4.3.T.IIIa 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.

MU:Re7.I.T.IIIa 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.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.T.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Relate musical ideas and works with varied context to deepen understanding.

CONNECT

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Cr1.1.T.IIIa Generate melodic, rhythmic and harmonic ideas for compositions or improvisations that incorporate digital tools, resources and

MU:Pr4.2.T.IIIa Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools impact and influence prepared and improvised performances.

MU:Pr6.1.T.IIIb Demonstrate an ability to connect with audience members before, engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.T.IIIa Demonstrate and justify how an analysis of the structural characteristics, context and technological and creative decisions influences interest and response to the music.

MU:Re8.1.T.Illa 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.

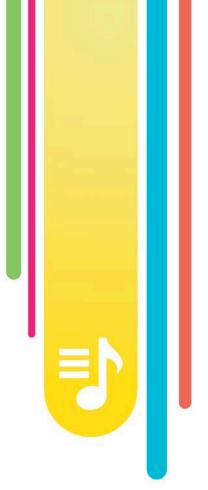
ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Music Composition and Theory [MUSIC]



D Z	MU: Cr1.1.C.I HS PROFICIENT	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE	
CREATING		 Describe how sounds and short musical ideas can be images, and/or storylines. 	used to represent personal experier	nal experiences, moods, visual	
CRI		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 creativ	re ideas?	
	MU: Cr2.1.C.I HS PROFICIENT	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts		PLAN / MAKE	
		 a. Assemble and organize sounds or short musical idease moods, images, or storylines. b. Identify and describe the development of sounds or sounds or sounds or sounds or sounds. 	·	,	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	ecisions?	
	MU: Cr3.1.C.I HS PROFICIENT	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	EVALUATE / REFINE	
		 a. Identify, describe, and apply teacher-provided criter of evolving drafts leading to final versions. 	ia to assess and refine the technical	and expressive aspects	
		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 quawork?	llity of their creative	

D Z	MU: Cr3.2.C.I HS PROFICIENT			PRESENT
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 sha	re?
D Z	MU: Pr4.1.C.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowled		SELECT
ORMING	 a. Identify and select specific excerpts, passages, or sections in musical works that expmood, visual image, or storyline in simple forms (such as one-part, cyclical, binary). 		•	a personal experience,
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoi	re?
	MU: Pr4.2.C.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation Analyze the structure and context of varied musical works and the		ANALYZE
	 Analyze how the elements of music (including form) of selected works relate to style an implications for rehearsal or performance. 		d mood , and explain the	
		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 struct musical works inform performance	

D N	MU: Pr4.3.C.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
ORMING		 Develop interpretations of works based on an under explaining how the interpretive choices reflect the contract. 		music, style, and mood,
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	sical works?
	MU: Pr5.1.C.I HS PROFICIENT	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individu</i>		REHEARSE / EVALUATE / REFINE
		 a. Create rehearsal plans for works, identifying repetiti b. Using established criteria and feedback, identify the music, style, and mood. c. Identify and implement strategies for improving the 	way(s) in which performances con	·
		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.		
	MU: Pr6.1.C.I HS PROFICIENT	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.		PRESENT
		 a. Share live or recorded performances of works (both music are used to convey intent. b. Identify how compositions are appropriate for an aucompositions. 		
		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 re context and the manner in which influence audience response?	, ,

D Z	MU: Re7.1.C.I HS PROFICIENT	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
SPONDIN		 a. Apply teacher-provided criteria to select music that storyline in simple forms (such as one-part, cyclical, 		- ·
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music	c to experience?
	MU: Re7.2.C.I HS PROFICIENT	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	orm the response.	ANALYZE
		 a. Analyze aurally the elements of music (including for context, and describe how the analysis provides mo listener. 		• •
		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 str music inform a response?	ucture and context of
	MU: Re8.1.C.I	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perf	formers' expressive intent.	INTERPRET
		 Develop and explain interpretations of varied works by citing technical and expressive aspects as well as 		of the composers' intent
		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 musical crea expressive intent?	tors' and performers'

G NIDNO S

MU: Re9.1.C.I HS PROFICIENT

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.
- b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

G ONNECTIN

MU: Cn10.0.C.I HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr1.1.C.la Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

MU:Cr3.2.C.la 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:Pr4.1.C.la 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:Re8.1.C.la 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.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

G

CONNECTIN

MU: Cn11.0.C.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr2.1.C.la Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

MU:Pr4.2.C.la Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.

MU:Pr6.1.C.lb Identify how compositions are appropriate for an audience or context, and how this will shape future compositions. MU:Re7.2.C.Ia 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

D N	MU: Cr1.1.C.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 Describe and demonstrate how sounds and music visual images, concepts, texts, or storylines. 	al ideas can be used to represent sor	nic events, memories,
CRI		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 creativ	re ideas?
	MU: Cr2.1.C.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and conte	xts.	PLAN / MAKE
		 a. Assemble and organize multiple sounds or musica sonic events, memories, images, concepts, texts, or b. Describe and explain the development of sounds a simple or moderately complex forms (such as bin 	or <mark>storylines</mark> . and <mark>musical ideas</mark> in drafts of music v	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	ecisions?
	MU: Cr3.1.C.II HS ACCOMPLISHED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work.	k(s) that meet appropriate criteria.	EVALUATE / REFINE
		 Identify, describe, and apply selected teacher-provenessing the technical and expressive aspects of evolutions. 		
		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 quawork?	llity of their creative

		inposition a rineor	words in red are defined in the clossary.			
	D N	MU: Cr3.2.C.II HS ACCOMPLISHED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		PRESENT	
HS ACCOMPLISHED	CREATI		describe how the elements of expressive intent.	music and composit	roup performance, or technology, an ional techniques have been employ nediums for presenting personal won presentation.	red to realize
			ENDURING UNDERSTANDING Musicians' presentation of creative wo culmination of a process of creation ar		ESSENTIAL QUESTION(S) When is creative work ready to sha	are?

ORMING	MU: Pr4.1.C.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowled a. Identify and select specific passages, sections, or mexperiences and interests, moods, visual images, cobinary, ternary, rondo) or moderately complex for	novements in musical works that express personal concepts, texts, or storylines in simple forms (such as
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
	MU: Pr4.2.C.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentatio Analyze the structure and context of varied musical works and th	
		 Analyze how the elements of music (including for context, and explain the implications for rehearsal 	m) of selected works relate to the style, function, and and performance.
		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?



D N	MU: Pr4.3.C.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation <i>Develop personal interpretations that consider creators' intent.</i>	ı .	INTERPRET
FORMING		 Develop interpretations of works based on an understanding of the use of elements function, and context, explaining and supporting how the interpretive choices reflect 		
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret r	musical works?
	MU: Pr5.1.C.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for preser <i>Evaluate and refine personal and ensemble performances, individo others.</i>		REHEARSE / EVALUATE / REFINE
		 a. Create rehearsal plans for works, identifying the for and historical or cultural context of the work. b. Using established criteria and feedback, identify the style, and historical/cultural context of the works. c. Identify and implement strategies for improving the 	e ways in which performances c	onvey the formal design ,
		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 performance?	e quality of their
	MU: Pr6.1.C.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work Perform expressively, with appropriate interpretation and technic appropriate to the audience and context.		PRESENT
		 a. Share live or recorded performances of works (both music and compositional techniques are used to compositions are appropriate for both compositions. 	onvey intent.	
		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 do context and the manner in presented influence audience	which musical work is

D Z	MU: Re7.1.C.II HS ACCOMPLISHED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING	a. Apply teacher-provided or personally-developed criteria to select music that and interests, moods , visual images, concepts, texts, or storylines in simple cand describe and defend the choices as models for composition .		s, or storylines in simple or mo	· ·
RESF		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose m	usic to experience?
	MU: Re7.2.C.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inf	orm the response.	ANALYZE
TIS ACCOMITEISHED		 Analyze aurally and/or by reading the scores of must compositional techniques and procedures, relating analysis provides models for personal growth as cor 	them to style, mood, and con	text; and explain how the
		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 music inform a response?	structure and context of
	MU: Re8.1.C.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/per	formers' expressive intent.	INTERPRET
		 Develop and support interpretations of varied work intent by citing the use of elements of music (includes style/genre and context of each 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 musical crexpressive intent?	eators' and performers'

G NIDNO

MU: Re9.1.C.II HS ACCOMPLISHED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- 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.
- b. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

5 CONNECTIN

MU: Cn10.0.C.II HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

MU:Cr3.2.C.IIa 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:Pr4.1.C.IIa 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:Re8.1.C.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECTIN

MU: Cn11.0.C.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create an initial expressive statement of selected sonic events, memories, images, concepts, texts, or storylines.

MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of the selected work(s) relate to the style, function, and context, and explain the implications for rehearsal and performance.

MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

MU:Re7.2.C.IIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CONNECT

D U	MU: Cr1.1.C.III HS ADVANCED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 Describe and demonstrate multiple ways in which so sonic experiences or abstract ideas. 	ounds and <mark>musical ideas</mark> can be used to	represent extended
CRE		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?
	MU: Cr2.1.C.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and context.	s.	PLAN / MAKE
		 a. Assemble and organize multiple sounds or extended selected extended sonic experiences or abstract ide b. Analyze and demonstrate the development of sound variety of moderately complex or complex forms. 	as.	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.C.III HS ADVANCED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	EVALUATE / REFINE
		a. Research, identify, explain, and apply personally-deversesive aspects of evolving drafts leading to final	-	e t <mark>echnical</mark> and
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the qualit work?	y of their creative

D N	MU: Cr3.2.C.III HS ADVANCED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cr	aftsmanship, and exhibits originality.	PRESENT
CREATING		 a. Share music through the use of notation, solo or grexplain how the elements of music, compositional expressive intent. b. Describe a variety of possible contexts and medium 	techniques and processes have been as for presenting personal works, and	employed to realize
		how each could impact the success of the final com	iposition and presentation.	
		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 sha	are?

D N	MU: Pr4.1.C.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge	
RMIN		 a. Identify and select specific sections, movements, or entire works that express personal experiences and intere moods, visual images, concepts, texts, or storylines in moderately complex or complex forms. 	
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
	MU: Pr4.2.C.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and the	
		•), and compositional techniques of selected works relate to oport the analysis and its implications for rehearsal and
		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?



≣DI	
+S OVANCED	

ш

MU: Pr4.3.C.III	Select, analyze and interpret artistic work for presentation.
HS ADVANCED	Develop personal interpretations that consider creators' intent.

INTERPRET

a. 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.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Performers make interpretive decisions based on their understanding of context and intent.

How do performers interpret musical works?

MU: Pr5.1.C.III HS ADVANCED

Develop and refine artistic techniques and work for presentation.

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / **EVALUATE / REFINE**

PRESENT

- 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.
- 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.
- c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

How do musicians improve the quality of their performance?

MU: Pr6.1.C.III HS ADVANCED

Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- 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.
- b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

U Z	MU: Re7.1.C.III HS ADVANCED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
SPONDING		 a. Apply researched or personally-developed criteria t interests, visual images, concepts, texts, or storyline and justify the choice as models for composition. 		•
RESF		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music	c to experience?
	MU: Re7.2.C.III HS ADVANCED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	orm the response.	ANALYZE
		 a. Analyze aurally and/or by reading the scores of mus compositional techniques and procedures, relating and explain how the analysis provides models for per 	them to aesthetic effectiveness, <mark>st</mark>	yle, mood, and context;
		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 struinform a response?	ucture and context of music
	MU: Re8.1.C.III HS ADVANCED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perj	formers' expressive intent.	INTERPRET
		 Develop, justify and defend interpretations of varied intent by citing the use of elements of music (included and context of each 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 musical creat expressive intent?	tors' and performers'

= N I	_D
	Z
HS	Z
DVANCED	0
	ட
	S

MU	: F	Re	9.	1.	C.	Ц
HS	Α	D١	VΑ	Ν	CE	D

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- 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.
- b. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

ŋ CONNECTIN

MU: Cn10.0.C.III HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

MU:Cr3.2.C.IIIa 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:Pr4.1.C.IIIa 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:Re8.1.C.Illa Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' musical and expressive intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

G

CONNECTIN

MU: Cn11.0.C.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

MU:Pr4.2.C.IIIa Analyze how the elements of music (including form) and compositional techniques of the selected work(s) relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance. MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

MU:Re7.2.C.IIIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Performing Ensembles [MUSIC]



D N	MU: Cr1.1.E.5	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 a. Compose and improvise melodic and rhythmic ideas studied in rehearsal. 	oose and <mark>improvise</mark> melodic and rhythmic ideas or <mark>motives</mark> that reflect characteristic(s) of music or text(sed in rehearsal.	
CR		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 id	deas?
	MU: Cr2.1.E.5	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 a. Select and develop draft melodic and rhythmic ideas characteristic(s) of music or text(s) studied in rehears b. Preserve draft compositions and improvisations thro 	al.	-
	Ţ	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decis	sions?
	MU: Cr3.1.E.5	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine draft compositions and improvise criteria. 	ations based on knowledge, skill, and te	acher-provided
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality work?	of their creative
	MU: Cr3.2.E.5			PRESENT
		a. Share personally-developed melodic and rhythmic ide demonstrate understanding of characteristics of mus		semble – that
		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?	,

NG	MU: Pr4.1.E.5	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge	, technical skill, and context.	SELECT
ORMIN		 Select varied repertoire to study based on interest, m the structure of the music, context, and the technical 		e), an understanding of
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoi	re?
	MU: Pr4.2.E.5	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their	implications for performance.	ANALYZE
		 Demonstrate, using music reading skills where appropriate inform prepared or improvised performances. 	oriate, how knowledge of formal asp	ects in musical works
		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 musical works inform performance	
	MU: Pr4.3.E.5			INTERPRET
		 a. Identify expressive qualities in a varied repertoire of improvised performances. 	music that can be demonstrated thro	ough prepared and
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret music	cal works?
	MU: Pr5.1.E.5	Develop and refine artistic techniques and work for presenta Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE
		a. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.		ried repertoire of music.
		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 quaperformance?	ility of their

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



RMING	MU: Pr6.1.E.5	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.	accuracy, and in a manner	PRESENT
RFORN		 a. Demonstrate attention to technical accuracy and exprosers of a varied repertoire of music. b. Demonstrate an awareness of the context of the music. 	•	
PE		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 re context and the manner in which presented influence audience res	musical work is
D Z	MU: Re7.1.E.5	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
ONDING		 a. Identify reasons for selecting music based on characte purpose or context. 	ristics found in the music, connecti	on to interest, and
RESPC		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?
	MU: Re7.2.E.5	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	n the response.	ANALYZE
		a. Identify how knowledge of context and the use of repo	etition, similarities, and contrasts in	form the response to

music. **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?

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



D N	MU: Re8.1.E.5	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfor	mers' expressive intent.	INTERPRET
SPONDIN		 a. Identify interpretations of the expressive intent and new music, contexts, and (when appropriate) the setting or 		ng to the elements of
RESPO		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 musical createspressive intent?	ators' and performers'
	MU: Re9.1.E.5	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on an established criteria.	alysis, interpretation, and	EVALUATE
		a. Identify and describe the effect of interest, experience	, analysis, and context on the ev	aluation of music.
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	musical work(s) and

MU: Cn10.0.E.5 CONNECTING NOVICE

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.5a 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.

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skills of the individual or ensemble.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU:Re7.1E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

5 CONNECTIN

MU: Cn11.0.E.5 NOVICE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr3.2.E.5a 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.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

NG	MU: Cr1.1.E.8 INTERMEDIATE	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. 		
CR		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	e ideas?
	MU: Cr2.1.E.8 INTERMEDIATE	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and context.	xts.	PLAN / MAKE
		 a. Select and develop draft melodies and rhythmic per characteristic(s) of music or text(s) studied in reheat b. Preserve draft compositions and improvisations the 	arsal.	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	cisions?
	MU: Cr3.1.E.8 INTERMEDIATE			EVALUATE / REFINE
		 a. Evaluate and refine draft compositions and improdeveloped criteria. 	visations based on knowledge, skill, a	nd collaboratively -
		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 qual work?	ity of their creative
	MU: Cr3.2.E.8 INTERMEDIATE	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates conveys intent, demonstrates conveys intent.	raftsmanship, and exhibits originality.	PRESENT
		 Share personally-developed melodies and rhythm demonstrate understanding of characteristics of melodies 		<mark>emble</mark> – that
		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 shall	re?

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$



D N	MU: Pr4.1.E.8 INTERMEDIATE	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowled		SELECT
ORMING		 Select a varied repertoire to study based on music formal design in the music, context, and the technic 		_
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select reper	toire?
	MU: Pr4.2.E.8	Select, analyze and interpret artistic work for presentation Analyze the structure and context of varied musical works and the		ANALYZE
		 Demonstrate, using music reading skills where appropriate musical works contribute to understanding the contribute 		
		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 str musical works inform performan	
	MU: Pr4.3.E.8 INTERMEDIATE	Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' intent.	1.	INTERPRET
		 Demonstrate understanding and application of through prepared and improvised performance 		epertoire of music
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret m	usical works?

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



PERFORMING	MU: Pr5.1.E.8 INTERMEDIATE	Develop and refine artistic techniques and work for present Evaluate and refine personal and ensemble performances, individuates.	REHEARSE / EVALUATE / REFINE	
		 Develop strategies to address technical challenges using feedback from ensemble peers and other sou 	d evaluate their success	
		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 operformance?	quality of their
	MU: Pr6.1.E.8 INTERMEDIATE	Convey meaning through the presentation of artistic work Perform expressively, with appropriate interpretation and technic appropriate to the audience and context.	PRESENT	
		 a. Demonstrate attention to technical accuracy and e performances of a varied repertoire of music repre b. Demonstrate an understanding of the context of the 	senting diverse cultures and style	2 S .
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		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.	When is a performance judged r context and the manner in whic presented influence audience re	h musical work is

ESPONDING

MU: Re7.1.E.8 INTERMEDIATE

Perceive and analyze artistic work.

purpose, and context.

Choose music appropriate for a specific purpose or context.

a. Explain reasons for selecting music citing characteristics found in the music and connections to interest,

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

SELECT

ESSENTIAL QUESTION(S)

How do individuals choose music to experience?

ENDURING UNDERSTANDING

D N	MU: Re7.2.E.8 INTERMEDIATE	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works in	form the response.	ANALYZE
SPONDIN		 Describe how understanding context and the way t to music. 	he elements of music are mani	pulated inform the response
RESPO		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 smusic inform a response?	structure and context of
	MU: Re8.1.E.8 INTERMEDIATE	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	rformers' expressive intent.	INTERPRET
		 Identify and support interpretations of the express evidence the treatment of the elements of music, or 		_
		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 musical creexpressive intent?	eators' and performers'
	MU: Re9.1.E.8 INTERMEDIATE	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based or established criteria.	analysis, interpretation, and	EVALUATE
		a. Explain the influence of experiences, analysis, and	context on interest in and evalu	ation of music.
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	of musical work(s) and

	D Z	MU: Cn10.0.E.8 INTERMEDIATE	Synthesize and relate knowledge and personal experience Synthesize and relate knowledge and personal experiences to ma		CONNECT	
≣Þ	ECTI		 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 			
B	CONN		Embedded within: MU:Cr3.2.E.8a Share personally-developed melodies and rhy understanding of characteristics of music or texts studied in re MU:Pr4.1.E.5a Select a varied repertoire to study based on m design in the music, context, and the technical skills of the inc MU:Pr4.3.E.5c Demonstrate understanding and application of and improvised performances. MU:Re7.1.E.8a Explain reasons for selecting music citing charand context.	chearsal. usic reading skills (where appropriate), dividual and ensemble. Expressive qualities in a varied repert	an understanding of formal oire of music through prepared	
			ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
			Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	ences, How do musicians make meaningful connections to		
		MU: Cn11.0.E.8 INTERMEDIATE	Relate artistic ideas and works with societal, cultural and understanding. Relate musical ideas and works with varied context to deepen un	·	CONNECT	
			a. Demonstrate understanding of relationships betwee contexts, and daily life.	een music and the other arts, otl	her disciplines, varied	
			Embedded within: MU:Cr1.1.E.8a Compose and improvise ideas for melodies an studied in rehearsal. MU:Cr3.2.E.8a Share personally-developed melodies and rhy understanding of characteristics of music or texts studied in re MU:Pr6.1.E.5b Demonstrate an understanding of the context MU:Re9.1.E.8a Explain the influence of experiences, analysis,	thmic passages – individually or as an entheorem shearsal. of the music through prepared and impact through the prepared and impact t	ensemble – that demonstrate provised performances.	
			ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		

music?

How do the other arts, other disciplines, contexts and

daily life inform creating, performing, and responding to

Understanding connections to varied contexts and daily

life enhances musicians' creating, performing, and

responding.

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

D Z	MU: Cr1.1.E.I HS PROFICIENT	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 a. Compose and improvise ideas for melodies, rhythm reflect characteristic(s) of music from a variety of hi 		cific purposes that
CRI		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 ic	leas?
	MU: Cr2.1.E.I HS PROFICIENT	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and context	·s.	PLAN / MAKE
		 a. Select and develop draft melodies, rhythmic passage demonstrate understanding of characteristic(s) of m b. Preserve draft compositions and improvisations the 	nusic from a variety of historical periods	studied in rehearsal.
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	ions?
	MU: Cr3.1.E.I HS PROFICIENT	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work('s) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine draft melodies, rhythmic passa established criteria, including the extent to which the 		based on
		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 work?	of their creative

D N	MU: Cr3.2.E.I HS PROFICIENT	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates creative musical work that conveys intent, demonstrates creative musical work that conveys intent, demonstrates creative musical work.	aftsmanship, and exhibits originality.	PRESENT
REATI		 Share personally-developed melodies, rhythmic pa that address identified purposes. 	, , , , , , , , , , , , , , , , , , , ,	
CR		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?	,

D N	MU: Pr4.1.E.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
FORMI		 Explain the criteria used to select a varied repertoire structural characteristics of the music, the technical context of the performance. 	•	~
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select reperto	vire?
	MU: Pr4.2.E.I	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 Demonstrate, using music reading skills where appropriate theoretical and structural aspects of musical works 	•	
		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 musical works inform performance	

D N	MU: Pr4.3.E.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
ORMIN		 Demonstrate an understanding of context in a varie performances. 	d <mark>repertoire</mark> of music through prepa	ared and improvised
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	ical works?
	MU: Pr5.1.E.I HS PROFICIENT	Develop and refine artistic techniques and work for presen <i>Evaluate and refine personal and ensemble performances, individu</i>		REHEARSE / EVALUATE / REFINE
a. Develop strategies to address expressive challenges in a varied repertoire of using feedback from ensemble peers and other sources to refine performan		· · · · · · · · · · · · · · · · · · ·	evaluate their success	
		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.	·	
	MU: Pr6.1.E.I HS PROFICIENT	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.		PRESENT
		 a. Demonstrate attention to technical accuracy and ex of a varied repertoire of music representing diverse b. Demonstrate an understanding of expressive intent improvised performances. 	cultures, styles, and genres.	
		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 recontext and the manner in which influence audience response?	

D N	MU: Re7.1.E.I	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING		 Apply criteria to select music for specified purposes, music and connections to interest, purpose, and con 		cteristics found in the
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music	c to experience?
	MU: Re7.2.E.I HS PROFICIENT	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	rm the response.	ANALYZE
		 Explain how the analysis of passages and understand the response to music. 	ling the way the elements of mus i	ic are manipulated inform
		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 str music inform a response?	ucture and context of
	MU: Re8.1.E.I	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performs	ormers' expressive intent.	INTERPRET
		 Explain and support interpretations of the expressive the treatment of the elements of music, contexts, (versearch. 	_	_
		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 musical create expressive intent?	tors' and performers'

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

≢ ا	
HS PROFICIENT	

N	IU:	Re	9.	1.	E.I
HS	PR	O F	ICI	Ε	ΝT

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

a. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

PONDING

ES

MU: Cn10.0.E.I HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

MU:Pr4.1.E.la Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance. MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?





G

CONNECTIN

MU: Cn11.0.E.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.la 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.

MU:Cr3.2.E.la Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

D N	MU: Cr1.1.E.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		a. Compose and improvise ideas for arrangements that reflect characteristic(s) of music from a variation	•	specific purposes
CRI		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?
	MU: Cr2.1.E.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and cor	ntexts.	PLAN / MAKE
		 a. Select and develop arrangements, sections, and understanding of characteristic(s) of music from b. Preserve draft compositions and improvisations 	a variety of cultures studied in rehear	sal.
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.E.II HS ACCOMPLISHED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical w	vork(s) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine draft arrangements, sections, short compositions, and improvisations based or personally-developed criteria, including the extent to which they address identified purposes. 		
		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 qualit work?	y of their creative

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

D N	MU: Cr3.2.E.II HS ACCOMPLISHED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		PRESENT
EATI		 Share personally-developed arrangements, sections, and short compositions – individuall ensemble – that address identified purposes. 		ually or as an
CR		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 sha	re?

D N	MU: Pr4.1.E.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowled	
ORMING		· · · · · · · · · · · · · · · · · · ·	coire to study and perform based on an understanding of essive challenges in the music, the technical skill of the ext of the performance.
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.E. HS ACCOMPLISHE		Select, analyze and interpret artistic work for presentatio Analyze the structure and context of varied musical works and th	
		 Document and demonstrate, using music reading semployed and theoretical and structural aspects of improvised performances. 	kills where appropriate, how compositional devices f musical works may impact and inform prepared and
		ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance?



D N	MU: Pr4.3.E.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' intent.	n.	INTERPRET
FORMING		 Demonstrate how understanding the style, genre, prepared and improvised performances as well as 		
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	sical works?
	MU: Pr5.1.E.II HS ACCOMPLISHED			REHEARSE / EVALUATE / REFINE
		 Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges repertoire of music, and evaluate their success. 		le challenges in a varied
		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 q performance?		uality of their
	MU: Pr6.1.E.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.		PRESENT
		 a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the prepared and improvised performances of a varied repertoire representing diverse cultures, style and historical periods. b. Demonstrate an understanding of intent as a means for connecting with an audience through preprimprovised performances. 		ultures, styles, genres,
		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 re context and the manner in which presented influence audience res	musical work is

RESPONDING	MU: Re7.1.E.II HS ACCOMPLISHED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
		 a. Apply criteria to select music for a variety of purpo the specified purpose and context. 	ses, justifying choices citing kno	wledge of the music and
		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose mu	sic to experience?
	MU: Re7.2.E.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works in	form the response.	ANALYZE
		 Explain how the analysis of structures and context 	s inform the response to music.	
		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 s music inform a response?	tructure and context of
	MU: Re8.1.E.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	erformers' expressive intent.	INTERPRET
		 Support interpretations of the expressive intent a treatment of the elements of music, contexts, (wh researched sources. 	_	_
		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 musical creexpressive intent?	eators' and performers'

G NIDNO

MU: Re9.1.E.II HS ACCOMPLISHED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

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.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.E.II HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of the performance.

MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

(CONNECTIN

MU: Cn11.0.E.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.IIa 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.

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

	h
1	
ADVA	S ANCED
ADVA	S

CREATING	MU: Cr1.1.E.III HS ADVANCED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		a. Compose and improvise musical ideas for a variety of purposes and contexts.		
		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?
	MU: Cr2.1.E.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and context	rs.	PLAN / MAKE
		a. Select and develop composed and improvised ideas and contexts.b. Preserve draft musical works through standard note.	-	a variety of purposes
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.E.III HS ADVANCED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work('s) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine varied draft musical works base address identified purposes and contexts. 	ed on appropriate criteria , including the	extent to which they
		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 qualit work?	y of their creative
	MU: Cr3.2.E.III HS ADVANCED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cra	oftsmanship, and exhibits originality.	PRESENT
		 Share varied, personally-developed musical works - purposes and contexts. 	- individually or as an ensemble – that a	address identified
		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	?



ORMING	MU: Pr4.1.E.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
		 Develop and apply criteria to select varied programs theoretical and structural characteristics and expressindividual or ensemble, and the purpose and context 	ssive challenges in the music, the te	•
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select reperto	ire?
	MU: Pr4.2.E.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 Examine, evaluate, and critique, using music reading impact and inform prepared and improvised perform 	• • • •	structure and context
		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 musical works inform performance	
	MU: Pr4.3.E.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		a. Demonstrate how understanding the style , genre , and context of a varied repertoire of and improvised performances as well as performers' technical skill to connect with the		
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	ical works?

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



9 N	MU: Pr5.1.E.III HS ADVANCED	Develop and refine artistic techniques and work for presen <i>Evaluate and refine personal and ensemble performances, individu</i>		REHEARSE / EVALUATE / REFINE
FORMING		 Develop, apply, and refine appropriate rehearsal str varied repertoire of music. 	ategies to address individual and en	nsemble challenges in a
PERFO		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 question performance?	uality of their
	HS ADVANCED	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.		PRESENT
		 a. Demonstrate an understanding and mastery of the t through prepared and improvised performances of genres, and historical periods in multiple types of elements. b. Demonstrate an ability to connect with audience me responding to them through prepared and improvise. 	a varied repertoire representing div nsembles. embers before and during the proce	rerse <mark>cultures, styles</mark> ,
		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 recontext and the manner in which influence audience response?	

U
Z
Z
\bigcirc
<u>م</u>
S
ш

 α

MU: Re7.1.E.III HS ADVANCED

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

a. 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.

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?

SELECT

D Z	MU: Re7.2.E.III HS ADVANCED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works in	form the response.	ANALYZE
PONDIN		 Demonstrate and justify how the analysis of struct response to music. 	ures, contexts, and performance o	decisions inform the
RESPO		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 str inform a response?	ucture and context of music
	MU: Re8.1.E.III HS ADVANCED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	rformers' expressive intent.	INTERPRET
		 Justify interpretations of the expressive intent and varied researched sources, including reference to or 	•	mparing and synthesizing
		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 musical crea expressive intent?	tors' and performers'
	MU: Re9.1.E.III HS ADVANCED	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based or established criteria.	n analysis, interpretation, and	EVALUATE
		 Develop and justify evaluations of music, programs of music, and performances based on critical decision-making, research, and understanding of contexts. 		ed on criteria , personal
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	musical work(s) and

	G
	Z
$\equiv D \mid$	F
	C)
	ш
ЦС	Z
ПЭ	Z
ADVANCED	0

MU:	Cn10.0.E.III
Цς	V D // V N C E D

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

MU:Pr4.1.E.IIIa 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 skills of the individual or ensemble, and the purpose and context of the performance.

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU:Re7.1.E.IIIa 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.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECT

CONNECT

MU: Cn11.0.E.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.

MU:Cr3.2.E.IIIb Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

A_B

Musical form consisting of two sections, A and B, which contrast with each other (binary form).

ABA

Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form).

ABILITY

Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction.

ACADEMIC VOCABULARY

Words that traditionally are used in academic dialogue and text.

ANALOG TOOLS

Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers.

ANALYSIS

(See ANALYZE).

ANALYZE

Examine in detail the structure and context of the music.

ARRANGEMENT

Setting or adaptation of an existing musical composition.

ARRANGER

Person who creates alternative settings or adaptations of existing music.

ARTICULATION

Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones).

ARTISTIC LITERACY

Knowledge and understanding required to participate authentically in the Arts.

ATONALITY

Music in which no tonic or key center is apparent.

AUDIATE

Hear and comprehend sounds in one's head (inner hearing), even when no sound is present.

AUDIENCE ETIQUETTE

Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed.

BEAT

Underlying steady pulse present in most music.

BENCHMARK

Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set).

BINARY FORM

(See AB).

BODY PERCUSSION

Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping.

BORDUN

Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating.

CHANT

Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm.

CHART

Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes.

CHORD PROGRESSION

Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music.

COLLABORATIVELY

Working together on a common (musical) task or goal.

COLLABORATIVELY-DEVELOPED **CRITERIA**

Qualities or traits for assessing achievement level that have been through a process of collective decision-making.

COMPLEX FORMAL STRUCTURE

Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections.

COMPOSER

One who creates music compositions.

COMPOSITION

Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording.

COMPOSITIONAL DEVICES

Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form.

COMPOSITIONAL PROCEDURES

Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing.

COMPOSITIONAL TECHNIQUES

Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, sound-silence, motion-stasis, in addition to compositional devices.

CONCEPTS, MUSIC

Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas.

CONNECTION

Relationship among artistic ideas, personal meaning, and/or external context.

CONTEXT

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

CONTEXT, CULTURAL

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

CONTEXT, HISTORICAL

Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience.

CONTEXT, PERSONAL

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

CONTEXT, SOCIAL ENVIRONMENT

Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

CRAFTSMANSHIP

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

CREATE

Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work.

CREATIVE INTENT

Shaping of the elements of music to express and convey emotions, thoughts, and ideas.

CREATOR

One who originates a music composition, arrangement, or improvisation.

CRITERIA

Guidelines used to judge the quality of a student's performance (See RUBRIC).

CULTURAL CONTEXT

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

CULTURALLY AUTHENTIC PERFORMANCE

Presentation that reflects practices and interpretation representative of the style and traditions of a culture.

CULTURE

Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.

CYCLICAL STRUCTURE

Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements.

DEMONSTRATE

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

DIATONIC

Seven-tone scale consisting of five whole steps and two half steps.

DIGITAL ENVIRONMENT

Simulated place made or created through the use of one or more computers, sensors, or equipment.

DIGITAL NOTATION

A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers.

DIGITAL RESOURCES

Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone.

DIGITAL SYSTEMS

Platforms that allow interaction and the conversion between and through the audio and digital domains.

DIGITAL TOOLS

Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software.

DYNAMICS

Level or range of loudness of a sound or sounds.

ELEMENTS OF MUSIC

Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music.

ENDURING UNDERSTANDING

Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations.

ENSEMBLE

Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming.

ESSENTIAL QUESTION

Question that is central to the core of a discipline - in this case, music - and promotes investigation to uncover corresponding enduring understanding(s).

ESTABLISHED CRITERIA

Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time.

EXPANDED FORM

Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda.

EXPLORE

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

EXPRESSION

Feeling conveyed through music.

EXPRESSIVE ASPECTS

Characteristics that convey feeling in the presentation of musical ideas.

EXPRESSIVE INTENT

The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music.

EXPRESSIVE QUALITIES

Qualities such as dynamics, tempo, articulation which when combined with other elements of music give a composition its musical identity.

FORM

Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form.

FORMAL DESIGN

Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece.

FRET

Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch.

FUNCTION

Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising.

FUNDAMENTALS OF MUSIC THEORY

Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords.

FUSION

Type of music created by combining contrasting styles into a new style.

GENRE

Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country.

GUIDANCE

Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently.

HARMONIC SEQUENCES

Series of two or more chords commonly used to support melody(ies).

HARMONIZING INSTRUMENTS

Musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs.

HARMONIZATION

Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material.

HARMONY

Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions.

HETEROPHONIC

Musical texture in which slightly different versions of the same melody sound simultaneously.

HISTORICAL CONTEXT

Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience.

HISTORICAL PERIODS

Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900-).

HOMOPHONIC

Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords.

ICONIC NOTATION

Representation of sound and its treatment using lines, drawings, pictures.

IMAGINE

Generate musical ideas for various purposes and contexts.

IMAGINATION

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See AUDIATE).

IMPROVISATION

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

IMPROVISER

One who creates music spontaneously or "inthe-moment".

INDEPENDENTLY

Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed.

INTENT

Meaning or feeling of the music planned and conveyed by a creator or performer.

INTERPRET

Determine and demonstrate music's expressive intent and meaning when responding and performing.

INTERPRETATION

Intent and meaning that a performer realizes in studying and performing a piece of music.

INTERVALS

Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively.

INTONATION

Singing or playing the correct pitch in tune.

KEY SIGNATURE

Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode.

LEAD-SHEET NOTATION

System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played.

LYRICS

Words of a song.

MAJOR SCALE

Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half.

MELODIC CONTOUR

Shape of a melody created by the way its pitches repeat and move up and down in steps and skips.

MELODIC PASSAGE

Short section or series of notes within a larger work that constitutes a single coherent melodic idea.

MELODIC PATTERN

Grouping, generally brief, of tones or pitches.

MELODY

Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music.

METER

Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter).

MINOR SCALE

Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural. harmonic, and melodic.

MODAL

Music based on a mode other than major or minor.

MODES

Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian — were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged.

MODEL CORNERSTONE ASSESSMENT

Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components.

MODERATELY COMPLEX FORMAL STRUCTURE

Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic. melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way.

MOOD

Over-all feeling that a section or piece of music conveys.

MONOPHONIC

Musical texture consisting of a single, unaccompanied melodic line.

MOTIF/MOTIVE

Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element.

MOVEMENT

Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds.

MUSIC LITERACY

Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding.

MUSIC THEORY

Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works.

MUSIC VOCABULARY

Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary).

MUSICAL CRITERIA

Traits relevant to assessing music attributes of a work or performance.

MUSICAL IDEA

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

MUSICAL RANGE

Span between the highest and lowest pitches of a melody, instrument, or voice.

MUSICAL WORK

Piece of music preserved as a notated copy or sound recording or passed through oral tradition.

NON-PITCHED INSTRUMENTS

Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones.

NOTATION

Visual representation of musical sounds.

ONE-PART FORMAL STRUCTURE

Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as throughcomposed.

OPEN-ENDED ASSESSMENT

Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting.

PENTATONIC SCALE

Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible.

PERFORM

Process of realizing artistic ideas and work through interpretation and presentation.

PERFORMING, PERFORMANCE

Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing).

PERFORMANCE DECORUM

Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire.

PERFORMANCE PRACTICE

Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work.

PERFORMANCE TECHNIQUE

Personal technical skills developed and used by a performer.

PERSONAL CONTEXT

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

PERSONALLY-DEVELOPED CRITERIA

Qualities or traits for assessing achievement level developed by students individually.

PHRASE

Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text.

PHRASING

Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling.

PIECE

General, non-technical term referring to a composition or musical work.

PITCH

Identification of a tone or note with respect to highness or lowness (i.e., frequency).

PLAN

Select and develop musical ideas for creating a musical work.

POLYPHONIC

Musical texture in which two or more melodies sound simultaneously.

POLYTONAL

Music in which two or more tonalities (keys) sound simultaneously.

PRESENT

Share artistic work (e.g., a composition) with others.

PROGRAM

Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting.

PURPOSE

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

REFINE

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

REPERTOIRE

Body or set of musical works that can be performed.

RESPOND

Understand and evaluate how the arts convey meaning.

RHYTHM

Duration or length of sounds and silences that occur in music; organization of sounds and silences in time.

RHYTHMIC PASSAGE

Short section or series of notes within a larger work that constitutes a single coherent rhythmic

RHYTHMIC PATTERN

Grouping, generally brief, of long and short sounds and silences.

RONDO

Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA.

RUBRIC

Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement.

SCALE

Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps.

SCORE

Written notation of an entire music composition.

SECTION

One of a number of distinct segments that together comprise a composition; a section consists of several phrases.

SELECT

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

SENSITIVITY

Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression.

Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording.

SETTING

Specified or implied instrumentation, voicing, or orchestration of a musical work.

SETTING OF THE TEXT

Musical treatment of text as presented in the music.

SHARE

Present artistic work (e.g., a composition) to others.

SIGHT-READING

First attempt to perform a notated musical work.

SIMPLE FORMAL STRUCTURE

Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections.

SOCIAL CONTEXT

Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

SONIC EVENTS

Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical.

SONIC EXPERIENCE

Perception and understanding of the sounds and silences of a musical work and their interrelationship.

STAGE PRESENCE

Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression.

STAGING

Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance.

STANDARD NOTATION

System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation.

STORYLINE

Extra-musical narrative that inspires or explains the structure of a piece of music.

STROPHIC FORM

Vocal music in which the music repeats with a new set of text each time.

STRUCTURAL

(See STRUCTURE).

STRUCTURE

Totality of a musical work.

STYLE

Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre.

STYLISTIC EXPRESSION

Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin.

TABLATURE

System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board.

TEACHER-PROVIDED CRITERIA

Qualities or traits for assessing achievement level that are provided to students by the teacher.

TECHNICAL ASPECTS

Characteristics enabling the accurate representation/presentation of musical ideas.

TECHNICAL CHALLENGES

Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution.

TECHNICAL ACCURACY, TECHNICAL SKILL

Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work.

TEMPO

Rate or speed of the beat in a musical work or performance.

TENSION/RELEASE

Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling.

TERNARY FORM (See ABA).

TEXTURE

Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound.

THEME AND VARIATIONS

Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody.

THEORETICAL (See FUNDAMENTALS OF MUSIC THEORY).

TIMBRE

Tone color or tone quality that distinguishes one sound source, instrument, or voice from

TONAL PATTERN

Grouping, generally brief, of tones or pitches.

TONALITY

Tonic or key tone around which a piece of music is centered.

TRANSFER

Use music knowledge and skills appropriately in a new context.

UNITY

Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See VARIETY).

VARIETY

Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See UNITY).

VENUE

Physical setting in which a musical event takes place.

VOCABLES

Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent.

VOCALIZATIONS

Vocal exercises that include no text and are sung to one or more vowels.

Americans for the Arts

www.americansforthearts.org

Graphic: Playlist by Mike Rowe from the Noun Project

www.thenounproject.com

The Kennedy Center

education.kennedy-center.org//education/ceta/arts integration definition.pdf

Media Arts

www.mediaartseducation.org

National Association for Music Education

www.nafme.org

National Coalition for Core Arts Standards

www.nationalartsstandards.org

State Education Agency Directors of Arts Education

seadae.org

The John F. Kennedy Center for the Performing Arts

www.kennedy-center.org/

Wiggins, Grant and McTighe, Jay (2005). Understanding by Design Association for Supervision &

Curriculum Development (2nd ed.).

ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf

Source: Miss. Code Ann. §37-1-3

7 Miss. Admin. Code, Part 186

MISSISSIPPI College- and Career-Readiness **Arts Learning Standards** for MUSIC 2017





The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P.O. Box 771, Suite 203, Jackson, MS 39205-0771, (601)359-3511.

Mississippi Department of Education

359 North West Street P. O. Box 771 Jackson, Mississippi 39205-0771 (601) 359-3511 www.mdek12.org/ESE/VPA

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D.

STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed. D.

CHIEF ACADEMIC OFFICER

Jean Massey, Executive Director OFFICE OF SECONDARY EDUCATION

Nathan Oakley, Ph.D., Executive Director OFFICE OF ELEMENTARY EDUCATION & READING

Jill Dent, Ph.D., Bureau Director

Melissa Banks, Office Director II

Early Childhood

Instructional Technology Specialist

OFFICE OF ELEMENTARY EDUCATION & READING

OFFICE OF ELEMENTARY EDUCATION & READING

Limeul L. Eubanks, MFA., Staff Officer III

The Arts (Dance, Media Arts, Music, Theatre, and Visual Arts) and World Languages **OFFICE OF SECONDARY EDUCATION**

STEERING COMMITTEE

Chris Young, Music Standards Chair

Jennifer Davis, Music Standards Co-Chair

Choral Music Director, Sumner Hill Jr. High **CLINTON PUBLIC SCHOOL DISTRICT**

Choral Music, Meridian High School MERIDIAN PUBLIC SCHOOL DISTRICT

Matt Rowan, Music Standards Co-Chair

MS ASSOCIATION OF INDEPENDENT SCHOOLS

Band Director, Pearl High School PEARL PUBLIC SCHOOL DISTRICT

Lane Thompson, Music Standards Chair Associate Director of Bands, Grenada High School

GRENADA PUBLIC SCHOOLS

Kristy Brumfield

Len Killough

Porters Chapel Academy

Band Director, Hernando High School

DESOTO COUNTY SCHOOL DISTRICT

Sharon Laird

Wes Morehead

Band Director, Oak Grove High School LAMAR COUNTY SCHOOLS

Director of Bands, Gulfport High School

GULFPORT SCHOOL DISTRICT

Jerry Pickering

Nancie Simmons

Director of Bands, Northwest Rankin High School RANKIN COUNTY SCHOOL DISTRICT Music Teacher, Anniston Elementary School **GULFPORT SCHOOL DISTRICT**

Regina Weeks

Chris Word

Choral Director, Starkville High School STARKVILLE SCHOOL DISTRICT

Band Director, Petal Upper Elementary PETAL SCHOOL DISTRICT

ADVISORY COMMITTEE

Althea Jerome Mark Hugh Malone, Ph.D.

Music Education and Graduate Studies Music Educator and Teaching Artist HATTIESBURG, MISSISSIPPI WILLIAM CAREY UNIVERSITY

Andrea Coleman

Whole Schools Initiative Director MISSISSIPPI ARTS COMMISSION

TABLE OF CONTENTS _____

ACKNOWLEDGEMENTS	3
PURPOSE OF THE ARTS LEARNING STANDARDS	6
MISSION OF ARTS EDUCATION	7
ARTS INTEGRATION	7
ARTISTIC LITERACY	7
OVERVIEW OF THE ARTS LEARNING STANDARDS	8
BENEFITS OF THE ARTS IN EDUCATION	8
FOUNDATIONS AND GOALS	9
UNDERSTANDING THE ARTS LEARNING STANDARDS	10
INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MUSIC	14
Pre-Kindergarten тнкоибн 8 th Grade	17
Harmonizing Instruments	70
Technology	101
Music Composition and Theory	117
Performing Ensembles	136
GLOSSARY	164
Decemences	171

PURPOSE OF THE ARTS LEARNING STANDARDS -

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

Mission of Arts Education _____

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

ARTS INTEGRATION _

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

ARTISTIC LITERACY —

Artistic Literacy is the knowledge and understanding required to participate authentically in the Arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

OVERVIEW OF THE ARTS LEARNING STANDARDS -

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for Grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.

This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

BENEFITS OF THE ARTS IN EDUCATION_

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.	

THE ARTS AS CREATIVE PERSONAL REALIZATION			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.		

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.		

THE ARTS AS MEANS TO WELLBEING		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.	

THE ARTS AS COMMUNITY ENGAGEMENT		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.	

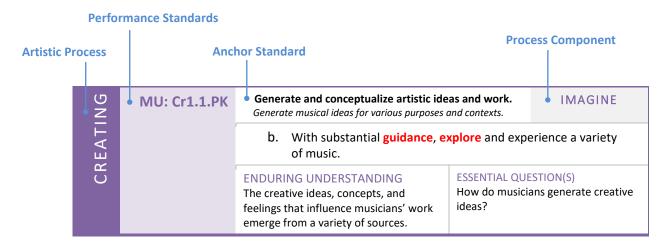
UNDERSTANDING THE ARTS LEARNING STANDARDS_

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards				
	ARTISTIC PROCESSES			
Cr — CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re — RESPONDING	Cn — CONNECTING	
DEFINITION	DEFINITION	DEFINITION	DEFINITION	
Conceiving and developing new artistic ideas and work.	PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.	
	PRESENTING (visual arts): Interpreting and sharing artistic work.			
	PRODUCING (media arts): Realizing and presenting artistic ideas and work.			
	ANCHOR S	TANDARDS		
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	
 Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work. 	 15. Select, analyze, and interpret artistic work for presentation. 16. Develop and refine artistic techniques and work for presentation. 17. Convey meaning through the presentation of artistic work. 	18. Perceive and analyze artistic work.19. Interpret intent and meaning in artistic work.20. Apply criteria to evaluate artistic work.	21. Synthesize and relate knowledge and personal experiences to make art.22. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	



Performance Standards Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

HS - Proficient

Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.

HS - Accomplished

Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.

HS - Advanced

Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MUSIC -

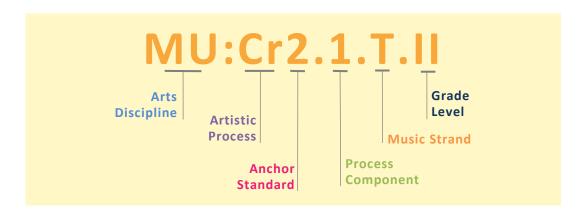
The Mississippi College- and Career-Readiness Arts Learning Standards for Music are designed to guide music educators as they help their students achieve the goal of independent music literacy. The structure of the standards organizes outcomes by Artistic Process, thus facilitating sequential instruction while authentically reflecting the way musicians think and work.

The music standards are organized and presented as follows:

- All music performance standards are grouped under the Artistic Processes of Creating, Performing, or Responding.
- Music connections are an essential part of each Artistic Process. Open-ended Connecting outcomes cross-reference users to Creating, Performing, and Responding performance standards.
- Music performance standards are organized and coded according to the process components or "steps" of the Artistic Processes. The process components for each process are as follows:
 - Creating: Imagine; Plan and Make; Evaluate and Refine, and Present
 - Performing: Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; and Present
 - Responding: Select; Analyze; Interpret; and Evaluate
- Performance standards are provided for each grade level from Pre-Kindergarten through grade eight.
- Four distinct "strands" of high school performance standards are provided, reflecting the increasing variety of music courses offered in American secondary schools.
 - Ensemble, Harmonizing Instrument (guitar, keyboard, etc.), Composition/Theory, and Music Technology performance standards are provided for three levels: Proficient, Accomplished, and Advanced.
 - Many students become involved in Ensemble and Harmonizing Instrument classes before they enter high school. Performance standards for these strands also include two preparatory levels: Novice (nominally assigned to the fifth grade level) and Intermediate (nominally the eighth grade level).
- Similarities across the arts disciplines are highlighted in the eleven Common Anchors, which are shared by all five sets of discipline-specific standards. Each Anchor includes one or more process components.

The standards are based on the assumption of quality resources, including instructional time, spanning Pre-Kindergarten-8th grade and continuing at the high school level.

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline

The first two letters are codes for the arts discipline notation: MU = for Music

Artistic Process

The next two letters after the colon are the artistic process:

Cr = Creating

 $\mathbf{Pr} = \mathbf{Performing}$

Re = Responding

Cn = Connecting

Anchor Standard

The next number is the anchor standard, numbers 1 to 11.

Process Component

The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Music Strand

The additional letter after the process component indicates the music strands. The strands are Harmonizing Instruments, Technology, Composition/Theory, and Performing Ensembles.

Note: Pre-Kindergarten through 8th grade music standards do not have the above strands in their notations.

Grade Level

The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced).

Note: In some schools, students participate in choral ensembles (Performing Ensembles) or instrumental ensembles (Harmonizing Instruments) prior to 9th grade. In schools where choral or instrumental ensembles are offered, there are two introductory skill levels found in the music standards: Novice and Intermediate.

Novice is the term used to identify standards for students in grades 5-7 who have begun to specialize in a specific type of music performance.

Intermediate is the term that identifies standards for students who continue to specialize in specific skills necessary for participation in Performing Ensembles or Harmonizing Instrument ensembles through 8th grade.

Below are a few examples of how to read the numbering system for Music:

MU:Cr1.1.PK				
MU	Cr	1	1	PK
Arts disciple discipline of Music	Artistic process of Creating	Anchor standard one	Process component	Pre- Kindergarten
		MU:Pr5.1.4		
MU	Pr	5	1	4
Arts disciple discipline of Music	Artistic process of Performing	Anchor standard five	Process component	Grade four
		MU:Re8.1.6		
MU	Re	8	1	6
Arts disciple discipline of Music	Artistic process of Responding	Anchor standard eight	Process component	Grade six
	M	U:Cn10.1.H	.II	
MU	Cn	10	1	H.II





CREATING	MU: Cr1.1.PK	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
AT		b. With substantial guidance, explore and experience a variety of music.		
CRE		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 creat	ive ideas?
	MU: Cr2.1.PK	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 c. With substantial guidance, explore favorite musical in accompaniments). d. With substantial guidance, select and keep track of the notation and/or recording technology. 	· · · · · · · · · · · · · · · · · · ·	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative	decisions?
	MU: Cr3.1.PK	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		 b. With substantial guidance, consider personal, peer, a personal musical ideas. 	nd teacher feedback when demon	strating and refining
		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 question work?	uality of their creative
	MU: Cr3.2.PK	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	smanship, and exhibits originality.	PRESENT
		b. With substantial guidance, share revised personal musical ideas with peers.		
		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 sl	nare?

FORMING	MU: Pr4.1.PK	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge,	. technical skill, and context.	SELECT
Σ		b. With substantial guidance, demonstrate and state pre	eference for varied musical selection	ns.
PERFOR		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 reperto	oire?
	MU: Pr4.2.PK	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their in	implications for performance.	ANALYZE
		b. With substantial guidance, explore and demonstrate	awareness of musical contrasts.	
		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 strumusical works inform performance	
	MU: Pr4.3.PK	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		b. With substantial guidance, explore music's expressive	e qualities (such as voice quality, d	namics, and tempo).
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret mu	sical works?
	MU: Pr5.1.PK	Develop and refine artistic techniques and work for presenta Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE
		 c. With substantial guidance, practice and demonstrate d. With substantial guidance, apply personal, peer, and t 	•	
		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 question performance?	uality of their

	MU: Pr6.1.PK Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate the audience and context.			PRESENT
		b. With substantial guidance, perform music with expre	ssion.	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response. ESSENTIAL QUESTION(S) When is a performance judged r context and the manner in which influence audience response?			•
5 N	MU: Re7.1.PK Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.			
ONDING		 With substantial guidance, state personal interests an others. 	nd demonstrate why they prefer some	music selections over
RESP		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 e	experience?
	MU: Re7.2.PK	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	m the response.	ANALYZE
		b. With substantial guidance, explore musical contrasts	in music.	
		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 structu inform a response?	re and context of music
	MU: Re8.1.PK	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	rmers' expressive intent.	INTERPRET
		b. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).		
		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 creat expressive intent?	ors' and performers'

MU: Re9.1.PK

Apply criteria to evaluate artistic work.

ONDING	100. RC3.1.1 R	Support evaluations of musical works and performances based on a established criteria.		
Z		b. With substantial guidance, talk about personal and expressive preferences in music.		
RESPO		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)?	
D N	MU: Cn10.0.PK	Synthesize and relate knowledge and personal experiences synthesize and relate knowledge and personal experiences to make		
CONNECTING		 b. Demonstrate how interests, knowledge, and skills reland responding to music. Embedded within: MU:Cr3.2.PKa With substantial guidance, share revised musical MU:Pr4.1.PKa With substantial guidance, demonstrate and state MU:Pr4.3.PKa With substantial guidance, explore music's expression. 	e preference for varied musical selections.	
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	ESSENTIAL QUESTION(S) How do musicians make meaningful connections to creating, performing, and responding?	
	MU: Cn11.0.PK	Relate artistic ideas and works with societal, cultural and his understanding. Relate musical ideas and works with varied context to deepen understanding.		
		 b. Demonstrate understanding of relationships between and daily life. Embedded within: MU:Pr4.2.PKa With substantial guidance, explore and demonstrate. MU:Re7.2.PKa With substantial guidance, explore musical contrate. MU:Re9.1.PKa With substantial guidance, talk about their person. 	asts in music.	
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	

EVALUATE

D Z	MU: Cr1.1.K		IMAGINE	
CREATING		 c. With guidance, explore and experience music concept. d. With guidance, generate musical ideas (such as move) 	ır).	
CR		ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	eas?	
	MU: Cr2.1.K	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts	PLAN / MAKE	
		 c. With guidance, demonstrate and choose favorite musical ideas. d. With guidance, organize personal musical ideas using iconic notation and/or recording technology. 		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ecisions?	
	MU: Cr3.1.K	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	EVALUATE / REFINE
		b. With guidance, apply personal, peer, and teacher fee	edback in refining personal musical ic	leas.
		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 question of work? Work? Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		lity of their creative
	MU: Cr3.2.K			PRESENT
		b. With guidance, demonstrate a final version of personal musical ideas to peers.		
		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 should be a process of creation and communication.		re?

D Z	MU: Pr4.1.K	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge,	technical skill, and context.	SELECT
\equiv		b. With guidance, demonstrate and state personal interes	est in varied musical selections.	
PERFORMING		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 repertor	ire?
	MU: Pr4.2.K	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their is	mplications for performance.	ANALYZE
		 With guidance, explore and demonstrate awareness of in a variety of music selected for performance. 	of music contrasts (such as high/low,	loud/soft, same/different)
		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 musical works inform performance	
	MU: Pr4.3.K	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		b. With guidance, demonstrate awareness of expressive support the creators' expressive intent.	qualities (such as voice quality, dyn	amics, and tempo) that
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musi	ical works?
	MU: Pr5.1.K	Develop and refine artistic techniques and work for presenta Evaluate and refine personal and ensemble performances, individual		EHEARSE / EVALUATE / REFINE
		c. With guidance, apply personal, teacher, and peer feedd. With guidance, use suggested strategies in rehearsal to		of music.
		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 qua	ality of their performance?

MING

MU: Pr6.1.K

the audience and context.

Convey meaning through the presentation of artistic work.

c. With guidance, perform music with expression.

ORI		d. Perform appropriately for the audience.		
PERFC		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged reacontext and the manner in which rinfluence audience response?	
D N	MU: Re7.1.K	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING		 With guidance, list personal interests and experiences over others. 	s and demonstrate why they prefer s	some music selections
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music t	o experience?
	MU: Re7.2.K	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	m the response.	ANALYZE
		b. With guidance, demonstrate how a specific music cor	ncept (such as beat or melodic direc	tion) is used in music.
		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 struction inform a response?	cture and context of music
	MU: Re8.1.K	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo.	rmers' expressive intent.	INTERPRET
		 With guidance, demonstrate awareness of expressive creators'/performers' expressive intent. 	e qualities (such as dynamics and ter	mpo) that reflect
		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 creexpressive intent?	eators' and performers'

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to

PRESENT

Pre	-Kindergarte	n through 8th Grade [MUSIC] words in red are defined	ned in the Glossary.	
PONDING	MU: Re9.1.K	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on and established criteria.	alysis, interpretation, and	EVALUATE
Z		b. With guidance, apply personal and expressive preferen	ices in the evaluation of music.	
RESPO		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 m performance(s)?	nusical work(s) and
U Z	MU: Cn10.0.K	Synthesize and relate knowledge and personal experiences to Synthesize and relate knowledge and personal experiences to make m		CONNECT
CONNECTING		 b. Demonstrate how interests, knowledge, and skills relat and responding to music. Embedded within: MU:Cr3.2.Ka With guidance, demonstrate a final version of person MU:Pr4.1.Ka With guidance, demonstrate and state personal inter MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive creators' expressive intent. 	al musical ideas to peers. est in varied musical selections.	
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	ESSENTIAL QUESTION(S) How do musicians make meanir creating, performing, and respo	_
	MU: Cn11.0.K	Relate artistic ideas and works with societal, cultural and histounderstanding. Relate musical ideas and works with varied context to deepen understanding.	·	CONNECT
		b. Demonstrate understanding of relationships between rand daily life. Embedded within:	music and the other arts, other dis	ciplines, varied contexts,
		MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music selected for performance. MU:Re7.2.Ka With guidance, demonstrate how a specific music cor MU:Re9.1.Ka With guidance, apply personal and expressive prefere	ncept (such as beat or melodic direction)	

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life

inform creating, performing, and responding to music?

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life

enhances musicians' creating, performing, and responding.

D N	MU: Cr1.1.1	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 c. With limited guidance, create musical ideas (such as a d. With limited guidance, generate musical ideas in multiduple and triple). 		
O		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 ic	leas?
	MU: Cr2.1.1	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 c. With limited guidance, demonstrate and discuss perse expressive intent. d. With limited guidance, use iconic or standard notatio personal musical ideas. 		·
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	ions?
	MU: Cr3.1.1	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		b. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.		
		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 work?	of their creative
	MU: Cr3.2.1	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft.	smanship, and exhibits originality.	PRESENT
		 With limited guidance, convey expressive intent for a musical ideas to peers or informal audience. 	specific purpose by presenting a final v	ersion of personal
		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?	

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D N	MU: Pr4.1.1	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge	, technical skill, and context.	SELECT
ORMIN		 With limited guidance, demonstrate and discuss pers musical selections. 	onal interest in, knowledge about, and pur	pose of varied
PERFO		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?	
	MU: Pr4.2.1	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their	implications for performance.	ANALYZE
	 c. With limited guidance, demonstrate knowledge of music concepts (such as beat and melofrom a variety of cultures selected for performance. d. When analyzing selected music, read and perform rhythmic patterns using iconic or standard 			•
		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 a musical works inform performance?	nd context of
	MU: Pr4.3.1	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		b. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).		
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical wo	orks?

D Z	MU: Pr5. 1.1	Develop and refine artistic techniques and work for presenta Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE
ORMIN		c. With limited guidance, apply personal, teacher, and personal.d. With limited guidance, use suggested strategies in reh		
PERFO		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?
1	MU: Pr6.1.1	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical audience and context.	accuracy, and in a manner appropriat	PRESENT e to the
		 c. With limited guidance, perform music for a specific put d. Perform appropriately for the audience and purpose. 	•	
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged is context and the manner in which influence audience response?	
(D	MU: Re7.1.1	Perceive and analyze artistic work.		SELECT

Choose music appropriate for a specific purpose or context.

b. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

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?

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D Z	MU: Re7.2.1	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works information.	rm the response.	ANALYZE
PONDIN		 With limited guidance, demonstrate and identify how various styles of music for a purpose. 	w specific music concepts (such as	beat or pitch) are used in
RESPO		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 strumusic inform a response?	ucture and context of
	MU: Re8.1.1	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 b. With limited guidance, demonstrate and identify exp creators'/performers' expressive intent. 	pressive qualities (such as dynamic	cs and tempo) that reflect
		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 of expressive intent?	reators' and performers'
	MU: Re9.1.1	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	inalysis, interpretation, and	EVALUATE
		b. With limited guidance, apply personal and expressive	e preferences in the evaluation of r	music for specific purposes.
		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 r performance(s)?	musical work(s) and

=	þ
1	

5

CONNECTIN

MU: Cn10.0.1

Synthesize and relate knowledge and personal experiences to make art.

CONNECT

Synthesize and relate knowledge and personal experiences to make music.

b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

MU: Cn11.0.1

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to déepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose.

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D N	MU: Cr1.1.2	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 c. Improvise rhythmic and melodic patterns and musica d. Generate musical patterns and ideas within the conte (such as duple and triple). 	• • •	minor) and meter
C		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 id	leas?
	MU: Cr2.1.2	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 c. Demonstrate and explain personal reasons for selecting intent. d. Use iconic or standard notation and/or recording technological ideas. 		•
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	ions?
	MU: Cr3.1.2	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		b. Interpret and apply personal, peer, and teacher feedback to revise personal music.		
		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 work?	of their creative
	MU: Cr3.2.2	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates crafts	smanship, and exhibits originality.	PRESENT
		b. Convey expressive intent for a specific purpose by pre informal audience.	esenting a final version of personal music	cal ideas to peers or
		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?	

D N	MU: Pr4.1.2	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, t	echnical skill, and context.	SELECT
=		b. Demonstrate and explain personal interest in, knowled	ge about, and purpose of varied musical	selections.
PERFORMING		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?	
	MU: Pr4.2.2	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their im	aplications for performance.	ANALYZE
		c. Demonstrate knowledge of music concepts (such as to for performance.d. When analyzing selected music, read and perform rhytl		
		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 musical works inform performance?	and context of
	MU: Pr4.3.2	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		 Demonstrate understanding of expressive qualities (su convey expressive intent. 	ch as dynamics and tempo) and how cre	ators use them to
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical w	orks?

D N G	MU: Pr5.1.2	Develop and refine artistic techniques and work for presental <i>Evaluate and refine personal and ensemble performances, individually</i>		REHEARSE / EVALUATE / REFINE
ORMIN		 c. Apply established criteria to judge the accuracy, expre d. Rehearse, identify and apply strategies to address inter 		·
PERF		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	e quality of their performance?
,	MU: Pr6.1.2	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical a audience and context.	ccuracy, and in a manner approprio	PRESENT ate to the
		c. Perform music for a specific purpose with expression ad. Perform appropriately for the audience and purpose.		
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged context and the manner in whinfluence audience response?	
ONDING	MU: Re7.1.2	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
		b. Explain and demonstrate how personal interests and e	experiences influence musical se	lection for specific purposes.
ESPON		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose m	usic to experience?
~	MU: Re7.2.2	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	n the response.	ANALYZE
		b. Describe how specific music-concepts are used to supp	oort a specific <mark>purpose</mark> in music.	
		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 music inform a response?	structure and context of

ט צ	MU: Re8.1.2	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	rmers' expressive intent.	INTERPRET
$\overline{\Box}$		b. Demonstrate knowledge of music concepts and how	they support creators'/performers'	expressive intent.
RESPONDIN		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 c expressive intent?	reators' and performers
	MU: Re9.1.2	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on an established criteria.	nalysis, interpretation, and	EVALUATE
		b. Apply personal and expressive preferences in the eval	luation of music for specific purpose	es.
		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 r performance(s)?	nusical work(s) and
ש	MU: Cn10.0.2	Synthesize and relate knowledge and personal experiences to Synthesize and relate knowledge and personal experiences to make		CONNECT
MU: Cn10.0.2		b. Demonstrate how interests, knowledge, and skills rela	ate to personal choices and intent w	hen creating, performin

CONNE

and responding to music.

Embedded within:

MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent. MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

enhances musicians' creating, performing, and responding.

CONNECTING	MU: Cn11.0.2	Relate artistic ideas and works with societal, cultural and histo deepen understanding. Relate musical ideas and works with varied context to deepen understanding.		CONNECT
		b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		
		 Embedded within: MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as to performance. MU:Pr6.1.2a Perform music for a specific purpose with expression a MU:Re7.1.2a Describe how specific music-concepts are used to supp MU:Re9.1.2a Apply personal and expressive preferences in the evaluation. 	nality and meter) in music from a variet and technical accuracy. oort a specific purpose in music.	y of <mark>cultures</mark> selected for
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life	ESSENTIAL QUESTION(S) How do the other arts, other discip	olines, contexts, and daily life

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

CREATING	MU: Cr1.1.3	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		 c. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). d. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. 		
		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	5?
	MU: Cr2.1.3	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 c. Demonstrate selected musical ideas for a simple improvement of connection to a specific purpose and context. d. Use standard and/or iconic notation and/or recording musical ideas. 		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?
	MU: Cr3.1.3	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		b. Evaluate, refine, and document revisions to personal collaboratively-developed criteria and feedback.	musical ideas, applying teacher-provide	ed and
		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 work?	of their creative
	MU: Cr3.2.3	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft.	smanship, and exhibits originality.	PRESENT
		b. Present the final version of personal created music to	others, and describe connection to exp	ressive intent.
		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?	?

NG	MU: Pr4.1.3	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context.		SELECT
ORMIN		 Demonstrate and explain how the selection of music purpose, and context. 	to perform is influenced by personal inter	rest, knowledge,
PERFO		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?	
	MU: Pr4.2.3	Select, analyze, and interpret artistic work for presentation Analyze the structure and context of varied musical works and their		ANALYZE
		 d. Demonstrate understanding of the structure in mus e. When analyzing selected music, read and perform rhstandard notation. f. Describe how context (such as personal and social) of the structure in mus 	nythmic patterns and melodic phrases usin	g <mark>iconic</mark> and
		ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and	ESSENTIAL QUESTION(S) How does understanding the structure a musical works inform performance?	and context of
		informs performance.		-
	MU: Pr4.3.3	Select, analyze, and interpret artistic work for presentation Develop personal interpretations that consider creators' intent.	•	INTERPRET
		b. Demonstrate and describe how intent is conveyed t	hrough <mark>expressive qualities</mark> (such as <mark>dyna</mark> r	nics and tempo).
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical w	orks?

Pre-	Killdergarter	Tthrough 8th Grade [WOSIC] Words in red are defi	ined in the Glossary.	
D Z	MU: Pr5.1.3	Develop and refine artistic techniques and work for presenta Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE
PERFORMIN		 c. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. d. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. 		
		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 q performance?	uality of their
	MU: Pr6.1.3	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical audience and context.	accuracy, and in a manner appropriate	PRESENT e to the
		c. Perform music with expression and technical accurace d. Demonstrate performance decorum and audience et		kt and venue.
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged recontext and the manner in which influence audience response?	
Z	MU: Re7.1.3	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT

b. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

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?

D N	MU: Re 7.2.3	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	m the response.	ANALYZE
RESPONDING		 Demonstrate and describe how a response to music of music, and context (such as personal and social). 	an be informed by the structure, th	ne use of the elements of
		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 strumusic inform a response?	ucture and context of
	MU: Re8.1.3	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performance.	rmers' expressive intent.	INTERPRET
		 Demonstrate and describe how the expressive quality interpretations to reflect expressive intent. 	ies (such as dynamics and tempo) a	are used in performers'
		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 c expressive intent?	reators' and performers'
	MU: Re9.1.3	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on are established criteria.	nalysis, interpretation, and	EVALUATE
		 Evaluate musical works and performances, applying econtext. Evaluate musical works and performances, at the context. 	·	
		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 n performance(s)?	nusical work(s) and

D N	MU: Cn10.0.3	Synthesize and relate knowledge and personal experiences to <i>Synthesize and relate knowledge and personal experiences to make m</i>		CONNECT
CTI		b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		
CONNECTING		 Embedded within: MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent. MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. 		
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	ESSENTIAL QUESTION(S) How do musicians make meaningful connections to creating, performing, and responding?	
	MU: Cn11.0.3	Relate artistic ideas and works with societal, cultural and hist understanding. Relate musical ideas and works with varied context to deepen understanding.	·	CONNECT
		b. Demonstrate understanding of relationships between and daily life.	music and the other arts, other d	isciplines, varied contexts,
		Embedded within: MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe of MU:Pr4.2.3c Describe how context (such as personal and social) can MU:Pr6.1.3b Demonstrate performance decorum and audience et MU:Re7.2.3a Demonstrate and describe how a response to music context (such as personal and social). MU:Re9.1.3a Evaluate musical works and performances, applying	an inform a performance. tiquette appropriate for the context and can be informed by the structure, the us	venue. e of the elements of music, and
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life	ESSENTIAL QUESTION(S) How do the other arts, other dis	
		enhances musicians' creating, performing, and responding.	life inform creating, performing	, and responding to music?

D N	MU: Cr1.1.4	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 c. Improvise rhythmic, melodic, and harmonic ideas, ar as social and cultural). d. Generate musical ideas (such as rhythms, melodies, tonalities (such as major and minor) and meters. 		·
		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 in	deas?
	MU: Cr2.1.4	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts		PLAN / MAKE
		 c. Demonstrate selected and organized musical ideas to express intent, and explain connection to purpose at d. Use standard and/or iconic notation and/or recording simple harmonic musical ideas. 	nd context.	•
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?
	MU: Cr3.1.4	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s	r) that meet appropriate criteria.	EVALUATE / REFINE
		b. Evaluate, refine , and document revisions to persona developed criteria and feedback to show improvement	•	collaboratively-
		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 work?	of their creative
	MU: Cr3.2.4	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cray	ftsmanship, and exhibits originality.	PRESENT
	,	b. Present the final version of personal created music t	o others, and explain connection to exp	ressive intent.
		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?	,

PERFORMING	MU: Pr4.1.4	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge	
		 Demonstrate and explain how the selection of music context, and technical skill. 	to perform is influenced by personal interest, knowledge,
		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?
	MU: Pr4.2.4	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance.	
		 d. Demonstrate understanding of the structure and the music selected for performance. e. When analyzing selected music, read and perform us f. Explain how context (such as social and cultural) info 	ing iconic and/or standard notation.
		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?
	MU: Pr4.3.4	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.	INTERPRET
		 Demonstrate and explain how intent is conveyed thr dynamics, tempo, and timbre). 	ough interpretive decisions and expressive qualities (such as
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

ORMING	MU: Pr5.1.4	Develop and refine artistic techniques and work for present Evaluate and refine personal and ensemble performances, individual others.		REHEARSE / EVALUATE / REFINE
RFORM		 c. Apply teacher-provided and collaboratively-developed expressiveness of ensemble and personal performant. d. Rehearse to refine technical accuracy and expressive 	ces.	·
PE		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 performance?	e quality of their
	MU: Pr6.1.4	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.	accuracy, and in a manner	PRESENT
		 c. Perform music, alone or with others, with expression d. Demonstrate performance decorum and audience ex 		
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged context and the manner in wh influence audience response?	ich musical work is presented
ט	MU: Re7.1.4	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING		b. Demonstrate and explain how selected music connect purposes, or contexts.	cts to and is influenced by specif	ic interests, experiences,
SPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their	ESSENTIAL QUESTION(S) How do individuals choose mu	sic to experience?

interests, experiences, understandings, and purposes.

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D N	MU: Re7.2.4	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works information.	rm the response.	ANALYZE
ONDIN		 Demonstrate and explain how responses to music are music, and context (such as social and cultural). 	e informed by the structure , the u	se of the elements of
RESPO		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 str music inform a response?	ucture and context of
	MU: Re9.1.4	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 Demonstrate and explain how the expressive qualities performers' and personal interpretations to reflect expressive qualities 		timbre) are used in
		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 of expressive intent?	creators' and performers'
		Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	nalysis, interpretation, and	EVALUATE
		b. Evaluate musical works and performances, applying context.	established criteria, and explain a	ppropriateness to the
		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 performance(s)?	musical work(s) and

D N	MU: Cn10.0.4	Synthesize and relate knowledge and personal experiences to Synthesize and relate knowledge and personal experiences to make it		CONNECT
CTI		b. Demonstrate how interests, knowledge, and skills rela and responding to music.	te to personal choices and intent	when creating, performing,
CONNECTING		 Embedded within: MU:Cr2.1.4a Demonstrate selected and organized musical ideas for explain connection to purpose and context. MU:Cr3.2.4a Present the final version of created music for others, MU:Pr4.1.4a Demonstrate and explain how the selection of music technical skill. MU:Pr4.3.4a Demonstrate and explain how intent is conveyed that tempo, and timbre). MU:Re7.1.4a Demonstrate and explain how selected music connectontexts. 	, and explain connection to expressive into to perform is influenced by personal into rough interpretive decisions and expressive	tent. erest, knowledge, context, and ve qualities (such as dynamics,
		ENDURING UNDERSTANDING Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	ESSENTIAL QUESTION(S) How do musicians make meaning creating, performing, and response	_
'	MU: Cn11.0.4	Relate artistic ideas and works with societal, cultural and historical Relate musical ideas and works with varied context to deepen unders		CONNECT
		 b. Demonstrate understanding of relationships between and daily life. Embedded within: MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, ar cultural). MU:Pr4.2.4c Explain how context (such as social and cultural) info MU:Pr6.1.4b Demonstrate performance decorum and audience MU:Re7.2.4a Demonstrate and explain how responses to music a context (such as social and cultural). MU:Re9.1.4a Evaluate musical works and performances, applying 	nd explain connection to specific purpose orms a performance. etiquette appropriate for the context, vere informed by the structure, the use of the context.	and context (such as social and nue, and genre. he elements of music, and
		ENDURING UNDERSTANDING Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTION(S) How do the other arts, other discip inform creating, performing, and re	-

CREATING	MU: Cr1.1.5	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		 c. Improvise rhythmic, melodic, and harmonic ideas, and social, cultural, and historical). d. Generate musical ideas (such as rhythms, melodies, attonalities, meters, and simple chord changes. 		·
		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 idea	s?
	MU: Cr2.1.5	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.	/	PLAN / MAKE
		 c. Demonstrate selected and developed musical ideas fexpress intent, and explain connection to purpose and. d. Use standard and/or iconic notation and/or recording two-chord harmonic musical ideas. 	nd context.	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	sions?
	MU: Cr3.1.5	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		b. Evaluate, refine, and document revisions to personal developed criteria and feedback, and explain rationa	•	collaboratively-
		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 qualit work?	y of their creative



MU: Cr3.2		Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	tsmanship, and exhibits originality.	PRESENT
CREATING		b. Present the final version of personal created music to connection to expressive intent.	o others that <mark>demonstrates craftsmansh</mark> i	p, and explain
CR		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?	
D N	MU: Pr4.1.5	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
ORMING		b. Demonstrate and explain how the selection of music and context , as well as their personal and others' tec		erest, knowledge,
PERFO		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?	
	MU: Pr4.2.5	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 d. Demonstrate understanding of the structure and the harmony) in music selected for performance. e. When analyzing selected music, read and perform us f. Explain how context (such as social, cultural, and his 	ing standard notation.	ch, form, and
		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 musical works inform performance?	and context of

D U	MU: Pr4.3.5	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
R M N		 Demonstrate and explain how intent is conveyed thr dynamics, tempo, timbre, and articulation/style). 	ough interpretive decisions and express	ive qualities (such as
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical v	works?
	MU: Pr5.1.5	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individual</i>		REHEARSE / 'ALUATE / REFINE
 c. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expense ensemble and personal performances. d. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show time. 		•		
		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 performance?	of their
	MU: Pr6.1.5	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical the audience and context.	accuracy, and in a manner appropriate to	PRESENT
		c. Perform music, alone or with others, with expressiond. Demonstrate performance decorum and audience expression	• • • • • • • • • • • • • • • • • • • •	•
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to context and the manner in which must influence audience response?	

D N	MU: Re7.1.5	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDING		b. Demonstrate and explain, citing evidence, how select experiences, purposes , or contexts .	ted music connects to and is influe	enced by specific interests,
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose musi	c to experience?
	MU: Re7.2.5	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works infor	rm the response.	ANALYZE
		b. Demonstrate and explain, citing evidence, how respondence of music, and context (such as social, culture)	•	structure, the use of the
		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 str music inform a response?	ucture and context of
	MU: Re8.1.5	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		b. Demonstrate and explain how the expressive qualitie used in performers' and personal interpretations to r		ore, and articulation) are
		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 of expressive intent?	creators' and performers'

	MU: Re9.1.5	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on a established criteria.	nalysis, interpretation, and	EVALUATE
		b. Evaluate musical works and performances, applying context, citing evidence from the elements of music.	•	ppropriateness to the
RESE		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 performance(s)?	musical work(s) and

MU: Cn10.0.5 Synthesize and relate knowledge and personal experiences to make art. CONNECT CONNECTING Synthesize and relate knowledge and personal experiences to make music. b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent. MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill. MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts. **ESSENTIAL QUESTION(S) ENDURING UNDERSTANDING** Musicians connect their personal interests, experiences, How do musicians make meaningful connections to creating, performing, and responding? ideas, and knowledge to creating, performing, and responding.

(J
Z
Ш
-

MU: Cn11.0.5

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

U Z	MU: Cr1.1.6	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 b. Generate simple rhythmic, melodic, and harmonic phintent. 	rases within AB and ABA forms that cor	nvey expressive
CR		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 i	deas?
	MU: Cr2.1.6	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 c. Select, organize, construct, and document personal mor ABA form that demonstrate an effective beginning d. Use standard and/or iconic notation and/or audio/ viphrases, melodic phrases, and two-chord harmonic more 	, middle, and ending, and convey expre deo recording to document personal sir	ssive intent.
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	sions?
	MU: Cr3.1.6	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		 c. Evaluate their own work, applying teacher-provided of and use of sound sources. d. Describe the rationale for making revisions to the must teacher. 		
		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 work?	of their creative

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D N	MU: Cr3.2.6	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates crafts	smanship, and exhibits originality.	PRESENT
CREATING		 Present the final version of their documented persons originality to demonstrate an effective beginning, mid 	•	•
CRE		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?	
D N	MU: Pr4.1.6	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge,	. technical skill, and context.	SELECT
ORMING		 Apply teacher-provided criteria for selecting music to why each was chosen. 	perform for a specific purpose and/or co	ontext, and explain
PERFO		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?	
	MU: Pr4.2.6	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their in	implications for performance.	ANALYZE
		 d. Explain how understanding the structure and performance. e. When analyzing selected music, read and ider articulation, and dynamics. f. Identify how cultural and historical context in 	ntify by name or function standard symbo	
		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 musical works inform performance?	and context of

D Z	MU: Pr4.3.6	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
ORMIN		 Perform a selected piece of music demonstrating how expressive qualities (such as dynamics, tempo, timbo 		
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret music	al works?
	MU: Pr5.1.6	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individua</i>		EHEARSE / EVALUATE / REFINE
		 Identify and apply teacher-provided criteria (such as originality, and interest) to rehearse, refine, and dete 	•	
		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?	
	MU: Pr6.1.6	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical audience and context.	accuracy, and in a manner appropriate t	PRESENT o the
		 c. Perform the music with technical accuracy to convey d. Demonstrate performance decorum (such as stage p appropriate for venue and purpose. 		dience etiquette
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged read context and the manner in which minfluence audience response?	•

RESPONDING	MU: Re7.1.6	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
		 Select or choose music to listen to and explain the cor purpose. 	nnections to specific interests or ex	xperiences for a specific
		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose musi	c to experience?
	MU: Re7.2.6	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform	m the response.	ANALYZE
		 c. Describe how the elements of music and expressive of d. Identify the context of music from a variety of genres 	•	the pieces.
		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 str music inform a response?	ucture and context of
	MU: Re8.1.6	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	rmers' expressive intent.	INTERPRET
		 Describe a personal interpretation of how creators' and expressive qualities, within genres and cultural and h 		
		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 of expressive intent?	creators' and performers'

MU: Re9.1.6 Apply criteria to evaluate artistic work. **EVALUATE** G Support evaluations of musical works and performances based on analysis, interpretation, and NIDNO established criteria. b. Apply teacher-provided criteria to evaluate musical works or performances. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** S The personal evaluation of musical work(s) and How do we judge the quality of musical work(s) and performance(s) is informed by analysis, interpretation, and performance(s)? established criteria.

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary.

Synthesize and relate knowledge and personal experiences to make art. CONNECT MU: Cn10.0.6 Synthesize and relate knowledge and personal experiences to make music. CONNECTIN b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. **ENDURING UNDERSTANDING** ESSENTIAL QUESTION(S) Musicians connect their personal interests, experiences, How do musicians make meaningful connections to ideas, and knowledge to creating, performing, and creating, performing, and responding? responding.

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D Z		Relate artistic ideas and works with societal, cultural and historical of Relate musical ideas and works with varied context to deepen understand		CONNECT
CONNECTIN		 Demonstrate understanding of relationships between r and daily life. 	music and the other arts, other d	isciplines, varied contexts,
Z		Embedded within: MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.		
Ö		MU:Pr4.2.6c Identify how cultural and historical context inform the performances. MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for		
	venue and purpose. MU:Re7.2.6b Identify the context of music from a variety of genre MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical	es, cultures, and historical periods.	арр. ор. асс то	
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other discipinform creating, performing, and r	•

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \mbox{[MUSIC]}\ \ \mbox{\it words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D N	MU: Cr1.1.7	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 Generate rhythmic, melodic, and harmonic phrases at ABA, or theme and variation forms that convey express 	•	ments within AB,
CRI		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	?
	MU: Cr2.1.7	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 c. Select, organize, develop and document personal must AB, ABA, or theme and variation forms that demonst d. Use standard and/or iconic notation and/or audio/ viphrases, melodic phrases, and harmonic sequences. 	rate unity and variety and convey expr	essive intent.
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	sions?
	MU: Cr3.1.7	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		 c. Evaluate their own work, applying selected criteria su style, form, and use of sound sources. d. Describe the rationale for making revisions to the mus (teacher and peers). 		_
		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 work?	of their creative

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ [\textbf{MUSIC}]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

CREATING	MU: Cr3.2.7	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	tsmanship, and exhibits originality.	PRESENT
		 Present the final version of their documented person and originality to demonstrate unity and variety, and 	•	ng craftsmanship
		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?	
U	MU: Pr4.1.7	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
FORMING		 Apply collaboratively-developed criteria for selecting purpose and/or context and, after discussion, identif choices. 	- '	•
PERF		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?	
	MU: Pr4.2.7	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 d. Explain and demonstrate the structure of contrasting elements of music are used. e. When analyzing selected music, read and identify by articulation, dynamics, tempo, and form. f. Identify how cultural and historical context inform positions. 	name or function standard symbols for rhy	thm, pitch
		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 armusical works inform performance?	nd context of

9 N	MU: Pr4.3.7	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
RMIN		 Perform contrasting pieces of music demonstrating t qualities (such as dynamics, tempo, timbre, articular 	-	
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret mu	sical works?
	MU: Pr5.1.7	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individual</i>		REHEARSE / EVALUATE / REFINE
		 Identify and apply collaboratively-developed criteria technical skill of performer, originality, emotional im the music is ready to perform. 	•	•
		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 q performance?	uality of their
	MU: Pr6.1.7	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical audience and context.	accuracy, and in a manner appropriat	PRESENT e to the
		 c. Perform the music with technical accuracy and stylis d. Demonstrate performance decorum (such as stage pappropriate for venue, purpose, and context. 	•	
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged recontext and the manner in which influence audience response?	

RESPONDING	MU: Re7.1.7	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
		 Select or choose contrasting music to listen to and co for a specific purpose. 	ompare the connections to specific	interests or experiences
		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?
	MU: Re7.2.7	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	rm the response.	ANALYZE
		 c. Classify and explain how the elements of music and epieces. d. Identify and compare the context of music from a value 		-
		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 strumusic inform a response?	ucture and context of
	MU: Re8.1.7	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 Describe a personal interpretation of contrasting wo the elements of music and expressive qualities, with intent. 		
		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 compressive intent?	reators' and performers'

ES

CONNECTIN

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary. MU: Re9.1.7 Apply criteria to evaluate artistic work. **EVALUATE** Support evaluations of musical works and performances based on analysis, interpretation, and NIDNO established criteria. b. Select from teacher-provided criteria to evaluate musical works or performances.

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)?

MU: Cn10.0.7

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

CONNECTING

MU: Cn11.0.7

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations.

MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

CONNECT

D N	MU: Cr1.1.8	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		b. Generate rhythmic, melodic and harmonic phrases an (including introductions, transitions, and codas) that codes	· · · · · · · · · · · · · · · · · · ·	cpanded forms
CRI		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 i	ideas?
	MU: Cr2.1.8	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
	MU: Cr3.1.8	 c. Select, organize, and document personal musical idea expanded forms that demonstrate tension and released. d. Use standard and/or iconic notation and/or audio/ vimelodic phrases, and harmonic sequences. 	se, unity and variety, balance, and con-	vey expressive intent .
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	isions?
		Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s)	that meet appropriate criteria.	EVALUATE / REFINE
		 c. Evaluate their own work by selecting and applying crit techniques, style, form, and use of sound sources. d. Describe the rationale for refining works by explaining 		
		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 qualit work?	y of their creative

U Z	MU: Cr3.2.8	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craf	tsmanship, and exhibits originality.	PRESENT
REATING		 Present the final version of their documented person and originality to demonstrate the application of con tension and release, and balance to convey expression 	npositional techniques for creating unity a	•
J		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?	
D N	MU: Pr4.1.8	Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
FORMIN		 Apply personally-developed criteria for selecting mu and/or context, and explain expressive qualities, tec 	<i>-</i> ,	
PERFOR		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?	
	MU: Pr4.2.8	Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 d. Compare the structure of contrasting pieces of music music are used in each. e. When analyzing selected music, sight-read in treble contraction. f. Identity how cultural and historical context inform p 	or bass clef simple rhythmic, melodic, and,	or harmonic
		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 a musical works inform performance?	and context of

D N	MU: Pr4.3.8	Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
FORMIN		 Perform contrasting pieces of music, demonstrating a their interpretations of the elements of music and examples articulation/style, and phrasing). 		
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical	works?
	MU: Pr5.1.8	Develop and refine artistic techniques and work for present <i>Evaluate and refine personal and ensemble performances, individua</i>		REHEARSE / EVALUATE / REFINE
		 Identify and apply personally-developed criteria (suctechnical skill of performer, originality, emotional im when the music is ready to perform. 		·
		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 performance?	/ of their
	MU: Pr6.1.8	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical the audience and context.	chnical accuracy, and in a manner appropriate to listic expression, and culturally authentic practices in music to stage presence, attire, and behavior) and audience etiquette	
		convey the creator's intent.		
		ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to context and the manner in which must influence audience response?	•

RESPONDING	MU: Re7.1.8	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
		 Select programs of music (such as a CD mix or live pe or experience for a specific purpose. 	rformances) and demonstrate the	connections to an interest
		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music	c to experience?
	MU: Re7.2.8	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	rm the response.	ANALYZE
		c. Compare how the elements of music and expressived. Identify and compare the context of programs of mu		
		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 str music inform a response?	ucture and context of
	MU: Re8.1.8	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 Support personal interpretation of contrasting progr the elements of music and expressive qualities, with expressive intent. 	The state of the s	
		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 of expressive intent?	creators' and performers'

Pre-Kindergarten through 8th Grade [MUSIC] Words in red are defined in the Glossary. Apply criteria to evaluate artistic work. **EVALUATE** MU: Re9.1.8 Support evaluations of musical works and performances based on analysis, interpretation, and NIDNO established criteria. b. Apply appropriate personally-developed criteria to evaluate musical works or performances. **ESSENTIAL QUESTION(S) ENDURING UNDERSTANDING** ES How do we judge the quality of musical work(s) and The personal evaluation of musical work(s) and

performance(s)?

performance(s) is informed by analysis, interpretation, and

established criteria.

Synthesize and relate knowledge and personal experiences to make art. CONNECT MU: Cn10.0.8 Synthesize and relate knowledge and personal experiences to make music. CONNECTIN b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent. MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent. MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices. MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** Musicians connect their personal interests, experiences, How do musicians make meaningful connections to ideas, and knowledge to creating, performing, and creating, performing, and responding? responding.

- 🗛	
= 12	D
	Z
Q	
O	
	Щ
	Z
	Z
	0
	C

MU: Cn11.0.8

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

MU:Pr4.2.8c Identity how cultural and historical context inform performance and results in different musical effects.

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSÉNTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?



D Z	MU: Cr1.1.H.5	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		b. Generate melodic, rhythmic, and harmonic ideas for saccompaniments for given melodies.	simple melodies (such as two-phrase) a	and chordal
CR		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?
	MU: Cr2.1.H.5	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and cor	ntexts.	PLAN / MAKE
		 Select, develop, and use standard notation or audio/ harmonic ideas for drafts of simple melodies (such as melodies. 	, ,	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	cisions?
	MU: Cr3.1.H.5 NOVICE	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical was criteria.	vork(s) that meet appropriate	EVALUATE / REFINE
		b. Apply teacher-provided criteria to critique, improve, and chordal accompaniments for given melodies.	and refine drafts of simple melodies (s	such as two- <mark>phrase</mark>)
		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 quali work?	ty of their creative

EATING

MU: Cr3.2.H.5

NOVICE

CR		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?	
PERFORMING	MU: Pr4.1.H.5 NOVICE	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, know	vledge, technical skill, and context.	SELECT
		 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. 		
		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.H.5 NOVICE	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and	I their implications for performance.	ANALYZE
		 Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation. 		
		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 musical works inform performance?	context of

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

demonstrating an understanding of how to develop and organize personal musical ideas.

b. Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies,

Refine and complete artistic work.

PRESENT

PERFORMING	MU: Pr4.3.H.5			INTERPRET
		b. 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.		
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	sical works?
	MU: Pr5.1.H.5 NOVICE	Develop and refine artistic techniques and work for present Evaluate and refine personal and ensemble performances, indothers.		REHEARSE / EVALUATE / REFINE
		 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. 		
		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?	
	MU: Pr6.1.H.5 NOVICE	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and tecappropriate to the audience and context.	hnical accuracy, and in a manner	PRESENT
		 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 audiend and the context. 		•
		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 recontext and the manner in which influence audience response?	•

U Z	MU: Re7.1.H.5 NOVICE	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
ONDIN		b. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.		
RESPC		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 ex	rperience?
	MU: Re7.2.H.5 NOVICE	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works	inform the response.	ANALYZE
		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.		
		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 music inform a response?	e and context of
	MU: Re8.1.H.5	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators',	/performers' expressive intent.	INTERPRET
		b. Identify interpretations of the expressive intent and meaning of musical selections, referring to the element music, context (personal or social), and (when appropriate) the setting of the text.		to the elements of
		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 musical creators' a expressive intent?	nd performers'

5	
IOVICE	

MU: Re9.1.H.5 NOVICE

Apply criteria to evaluate artistic work.

EVALUATE

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

How do we judge the quality of musical work(s) and performance(s)?

CONNECTIN

PONDING

ES

MU: Cn10.0.H.5 NOVICE

Synthesize and relate knowledge and personal experiences to make art.

CONNECT

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.5a 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.

MU:Pr4.1.H.5a 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 skills, as well as the context of the performances.

MU:Re7.1.H.5a Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and connections to interest, purpose, or experiences.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.H.5 NOVICE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. MU:Re7.2.H.5a 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) influence the response. MU:Re9.1.H.5a Identify and describe how interest, experiences and contexts (personal or social) effect the evaluation of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CREATING	MU: Cr1.1.H.8 INTERMEDIATE	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and context	·s.	IMAGINE
		b. 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.		
		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 i	deas?
	MU: Cr2.1.H.8 INTERMEDIATE	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes ar	nd contexts.	PLAN / MAKE
		b. 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.		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	sions?
	MU: Cr3.1.H.8 INTERMEDIATE			EVALUATE / REFINE
		b. Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specific chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.		•
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality work?	y of their creative



three-chord accompaniments for given melodies, demonstrating an understanding of how	•		
	 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. 		
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?			

PERFORMING	MU: Pr4.1.H.8 INTERMEDIATE	Colored and the state of the colored by the state of the		•
		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.H.8 INTERMEDIATE	Select, analyze and interpret artistic work for presentation Analyze the structure and context of varied musical works		ANALYZE
		 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 at least some based on reading standard notation. 		I
		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 comusical works inform performance?	ontext of

MU: Pr4.3.H.8 INTERMEDIATE Select, analyze and interpret artistic work for pre Develop personal interpretations that consider cre		Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' is		INTERPRET
FORMING		 Demonstrate and describe in interpretations and and expressive intent in a varied repertoire of m repertoire pieces, and chordal accompaniments. 	——————————————————————————————————————	
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical w	vorks?
	MU: Pr5.1.H.8 INTERMEDIATE	Develop and refine artistic techniques and work for pres <i>Evaluate and refine personal and ensemble performances others.</i>		REHEARSE / EVALUATE / REFINE
		 Apply teacher-provided criteria to critique individualisments includes melodies, repertoire pieces, and chorda practice strategies to address performance challes 	accompaniments selected for performan	
		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 performance?	of their
	MU: Pr6.1.H.8 INTERMEDIATE	Convey meaning through the presentation of artistic wo Perform expressively, with appropriate interpretation and appropriate to the audience and context.		PRESENT
		 Perform with expression and technical accuracy that includes melodies, repertoire pieces, and ch audience and an understanding of the context (see 	ordal accompaniments, demonstrating se	
		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 context and the manner in which music influence audience response?	•

5 Z			SELECT ct.			
NIDNO		 Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. 				
RESP	ENDURING Individuals	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?			
	MU: Re7.2.H.8	Perceive and analyze artistic work. Analyze how the structure and context of varied musical v	ANALYZE vorks inform the response.			
		 Describe how the way that the elements of music cultural) inform the response. 	c are manipulated and knowledge of the context (social and			
		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?			
	MU: Re8.1.H.8 INTERMEDIATE	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect crea	INTERPRET tors'/performers' expressive intent.			
		b. Identify and support interpretations of the expressive intent and meaning of musical selections evidence the treatment of the elements of music, context, and (when appropriate) the setting				
		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 musical creators' and performers' expressive intent?			

≡١	
8 INTERMEDIATE	

MU: Re	9.1.H.8
INTERM	EDIATE

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

EVALUATE

CONNECT

CONNECTING

ESPONDING

MU: Cn10.0.H.8 INTERMEDIATE

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.8a 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. MU:Pr4.1.H.8a 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 skills (citing technical challenges that need to be addressed), as well as the **context** of the **performances**.

MU:Re7.1.H.8a Cite reasons for how the musical selections use the elements of music and make connections to specific interests, purposes, and experiences.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

MU: Cn11.0.H.8 INTERMEDIATE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for **performance**.

MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) influence the response.

MU:Re9.1.H.8a Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CONNECT

D N	MU: Cr1.1.H.I HS PROFICIENT	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 Generate melodic, rhythmic, and harmonic ideas for variation or 12-bar blues), and three-or-more-chord country and gallop strumming, finger picking pattern 	accompaniments in a variety of patter	
		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 in	deas?
	MU: Cr2.1.H.I HS PROFICIENT	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and co	ontexts.	PLAN / MAKE
		 Select, develop, and use standard notation and aud harmonic ideas for drafts of improvisations, compo- and three-or-more-chord accompaniments in a varie strumming, finger picking patterns). 	sitions (forms such as theme and varia	tion or 12-bar blues),
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	sions?
	MU: Cr3.1.H.I	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical criteria.	work(s) that meet appropriate	EVALUATE / REFINE
		 Develop and apply criteria to critique, improve, and as theme and variation or 12-bar blues) and three-or as arpeggio, country and gallop strumming, finger process. 	or-more-chord accompaniments in a vai	· ·
		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 work?	of their creative



■
HS
PROFICIENT

	M	IU	•	C	r	3.	2	.ŀ	ł.	ا
ш	C	DI	0 0	`	Γī		1.0	- 1	ı.	Т

Refine and complete artistic work.

PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

b. Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Musicians' presentation of creative work is the culmination of a process of creation and communication. When is creative work ready to share?

RFORMING ш

م

CREATING

MU: Pr4.1.H.I HS PROFICIENT

Select, analyze and interpret artistic work for presentation.

SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

b. 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 and gallop strumming, finger picking patterns).

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

How do performers select repertoire?

MU: Pr4.2.H.I HS PROFICIENT

Select, analyze and interpret artistic work for presentation.

ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

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 and gallop strumming, finger picking patterns).

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

How does understanding the structure and context of musical works inform performance?

U Z	MU: Pr4.3.H.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' inte		INTERPRET
RFORMING		 Describe in interpretations the context (social, cultured of music selected for performance that includes meaccompaniments in a variety of patterns (such as arguments). 	lodies, repertoire pieces, improvisation	s, and chordal
PE		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical	works?
	MU: Pr5.1.H.I HS PROFICIENT	Develop and refine artistic techniques and work for presen <i>Evaluate and refine personal and ensemble performances, indiv</i>		REHEARSE / EVALUATE / REFINE
b. Develop and apply criteria to critique individual and small group perform that includes melodies, repertoire pieces, improvisations, and chordal ac (such as arpeggio, country and gallop strumming, finger picking patterns) address performance challenges and refine the performances.				a variety of patterns
		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 performance?	of their
	MU: Pr6.1.H.I HS PROFICIENT Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.			
b. Perform with expression and technical accuracy, in individual and small group performances, a of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniment patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating the audience and an understanding of the context (social, cultural, or historical).				
		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 context and the manner in which must influence audience response?	

D Z	MU: Re7.1.H.I HS PROFICIENT	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT		
PONDIN		 Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. 				
RESPC		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose musi	c to experience?		
	MU: Re7.2.H.I HS PROFICIENT	Perceive and analyze artistic work. Analyze how the structure and context of varied musical work	ks inform the response.	ANALYZE		
		 b. Compare passages in musical selections and explain historical) inform the response. 	how the elements of music and co	ontext (social, cultural, or		
		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 str music inform a response?	ructure and context of		
	MU: Re8.1.H.I HS PROFICIENT	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators	:'/performers' expressive intent.	INTERPRET		
		 Explain and support interpretations of the expressive evidence the treatment of the elements of music, co appropriate) the setting of the text, and outside sour 	ntext (personal, social, and cultu			
		ENDURING UNDERSTANDING Through their use of elements and structures of music,	ESSENTIAL QUESTION(S) How do we discern musical crea	tors' and performers'		
		creators and performers provide clues to their expressive intent.	expressive intent?	tors and performers		

P	
15 FICIENT	

MU: Re9.1.H.I HS PROFICIENT

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. 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.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?/

5 CONNECTIN

MU: Cn10.0.H.I HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.la Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-ormore-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

MU:Pr4.1.H.la Explain the criteria used when selecting a varied repertoire of music, based on personal interest and technical skills for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Re7.1.H.la Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, connections to interest, purpose, and context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)



	(
= N	2
= 4	-
	Ţ
	(
118	L
HS	2
ROFICIENT	
	_ <
	(

MU: Cn11.0.H.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.la Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) selected for performance.

MU:Re7.2.H.la Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) influence the response.

MU:Re9.1.H.la 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

5 N	MU: Cr1.1.H.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contex	IMAGINE ts.	
CREATING		· • • • • • • • • • • • • • • • • • • •	es for compositions (forms such as rounded binary or real ariety of styles, and harmonizations for given melodies	• •
CR		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?	
	MU: Cr2.1.H.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes a	nd contexts.	KE
			audio/video recording to document melodic, rhythmicns such as rounded binary or rondo), improvisations, and harmonizations for given melodies.	c, and
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?	
,	MU: Cr3.1.H.II HS ACCOMPLISHED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create mucriteria.	EVALUATE / R sical work(s) that meet appropriate	EFINE
			and refine drafts of compositions (forms such as roundent patterns in a variety of styles , and harmonizations f	
		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?	ve

MU: Cr3.2.H.II

HS ACCOMPLISHED

Refine and complete artistic work.

IC		TIS ACCOMILEISTED	originality.	
S APPLISHED	CREATIN			uch as rounded binary or rondo), improvisations, and harmonizations for given melodies, demonstrating ion/improvisation and originality in developing and
			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?
	U Z	MU: Pr4.1.H.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presental Select varied musical works to present based on interest,	
	ORMING		 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 accompaniment variety of styles. 	
	PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
		MU: Pr4.2.H.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presental Analyze the structure and context of varied musical work performance.	
			<i>"</i>	structural characteristics and context (social, cultural, and cludes melodies, repertoire pieces, improvisations, and
			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?

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits

PRESENT

5 N	MU: Pr4.3.H.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' int		INTERPRET
FORMING		 Explain in interpretations the context (social, culture repertoire of music selected for performance that chordal accompaniments in a variety of styles. 		
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musica	al works?
	MU: Pr5.1.H.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. REHEARSE / EVALUATE / REFINE		
		b. 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.		
			ESSENTIAL QUESTION(S) How do musicians improve the quali performance?	ty of their
	MU: Pr6.1.H.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. PRESENT		
		b. 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).		
		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 read context and the manner in which mu presented influence audience response.	usical work is



U Z	MU: Re7.1.H.II HS ACCOMPLISHED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or conte	xt.	SELECT
NIQNO		 Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. 		
RESPO		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 exp	perience?
	MU: Re7.2.H.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical	works inform the response.	ANALYZE
b. Explain how the analysis of the structures and context (social, cultural, and selections inform the response.				contrasting musical
		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 music inform a response?	and context of
	MU: Re8.1.H.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect cred	ators'/performers' expressive intent.	INTERPRET
		b. Explain and support interpretations of the expressive intent and meaning of musical selections, of evidence the treatment of the elements of music, context (personal, social, and cultural), and (was appropriate) the setting of the text, and varied researched sources.		
		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 musical creators' ar expressive intent?	nd performers'



	D
$\equiv D L$	Z
	Z
HS	Ō
CCOMPLISHED	مَ
	S
	ш

MU: Re9.1.H.II HS ACCOMPLISHED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. 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.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

EVALUATE

CONNECT

CONNECTING HS ACCOMPLISHED

MU: Cn10.0.H.II

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.H.IIa 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 skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music, based on personal interest and technical skills for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

MU: Cn11.0.H.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles selected for performance.

MU:Re7.2.H.IIa Explain how the analysis of the structures and context (social, cultural, and historical) from contrasting musical selections influence the response.

MU:Re9.1.H.IIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

D N	MU: Cr1.1.H.III HS ADVANCED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.	IMAGINE
CREATING			or a collection of compositions (representing a variety of ent styles, and stylistically appropriate harmonizations for
O		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?
	MU: Cr2.1.H.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and	PLAN / MAKE contexts.
		b. 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.	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
	MU: Cr3.1.H.III HS ADVANCED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical criteria.	EVALUATE / REFINE all work(s) that meet appropriate
			d refine drafts of compositions (representing a variety of yles, and stylistically appropriate harmonizations for given
		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?



EATING

MU: Cr3.2.H.III

HS ADVANCED

CRE				
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?	
ָ ט צ	MU: Pr4.1.H.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, known		
FORMING		 Develop and apply criteria for selecting a varied rep performances that include melodies, repertoire pied improvisations in a variety of contrasting styles. 	ertoire for a program of music for individual and small group ces, stylistically appropriate accompaniments, and	
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.H.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works are		
		· · · · · · · · · · · · · · · · · · ·	or performance programs that includes melodies, repertoire dimprovisations in a variety of contrasting styles.	
		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?	

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits

b. Perform final versions of a collection of compositions (representing a variety of forms and styles),

Refine and complete artistic work.

originality.

PRESENT

D Z	MU: Pr4.3.H.III HS ADVANCED	Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' inte		INTERPRET
ORMIN		 Explain and present interpretations that demonstrate an understanding of the creator's intent in repertoire pieces, stylistically appropriate accompaniments, and in 	for varied programs of music that inc	ude melodies, repertoire
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musi	cal works?
	MU: Pr5.1.H.III HS ADVANCED	Develop and refine artistic techniques and work for presen <i>Evaluate and refine personal and ensemble performances, in with others.</i>		REHEARSE / EVALUATE / REFINE
		 Develop and apply criteria, including feedback from repertoire (melodies, repertoire pieces, stylistically contrasting styles) selected for individual and small address performance challenges and refine the perf 	appropriate accompaniments, impr group performance, and create rehe	ovisations in a variety of
		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 q performance?	uality of their
	MU: Pr6.1.H.III HS ADVANCED	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and te appropriate to the audience and context.		PRESENT
		 Perform with expression and technical accuracy, in repertoire for programs of music that includes melo accompaniments, and improvisations in a variety of audience and an understanding of the context (social 	odies, repertoire pieces, stylistically contrasting styles, demonstrating s	appropriate
		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 recontext and the manner in which presented influence audience reconstructions.	n musical work is

D Z	MU: Re7.1.H.III HS ADVANCED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
NDNO		 Select, describe, and compare a variety of individual genres, and historical periods. 	ll and small group musical programs fron	n varied <mark>cultures</mark> ,
RESPO		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 ex	perience?
	MU: Re7.2.H.III HS ADVANCED	Perceive and analyze artistic work. <i>Analyze how the structure and context of varied musical wo</i>	rks inform the response.	ANALYZE
	MU: Re8.1.H.III HS ADVANCED	 Demonstrate and justify how the structural charact distinguish how context (social, cultural, and histor 		
		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 music inform a response?	and context of
		Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creator	rs'/performers' expressive intent.	INTERPRET
		 Establish and justify interpretations of the expressi and synthesizing varied researched sources, including 		
		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 musical creators' are expressive intent?	nd performers'

≣P.	
HS OVANCED	

MU: Re9.1.H.III HS ADVANCED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

5 CONNECTIN

MU: Cn10.0.H.III HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating,

CONNECT

EVALUATE

performing, and responding to music.

Embedded within:

MU:Cr3.2.H.IIIa 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 skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas. MU:Pr4.1.H.Illa Develop and apply criteria for selecting a varied repertoire of music for a program of music, based on personal interest

and technical skills, for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different styles.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)



	-
	-
	(
LIC	-
	6
DVANCED	(
	'

MU: Cn11.0.H.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Pr4.3.H.IIIa Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in varied repertoire for a program of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different styles.

MU:Re7.2.H.Illa 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 influence the response.

MU:Re9.1.H.Illa Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CONNECT



D N	MU: Cr1.1.T.I HS PROFICIENT	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
Ę		b. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.		
CREATING		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?
	MU: Cr2.1.T.I	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and context.	s.	PLAN / MAKE
		b. Select melodic, rhythmic, and harmonic ideas to dev	relop into a larger work using digital to	ols and resources.
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.T.I HS PROFICIENT	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.		EVALUATE / REFINE
		b. Drawing on feedback from teachers and peers, deve technical and expressive aspects of draft composition		ve and refine the
		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 qualit work?	y of their creative
	MU: Cr3.2.T.I HS PROFICIENT	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cra	ftsmanship, and exhibits originality.	PRESENT
		b. Share compositions or improvisations that demonstrate craftsmanship as well as the use of digital tools and	· · · · · · · · · · · · · · · · · · ·	_
		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	?

5 N	MU: Pr4.1.T.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
ORMIN	b. Develop and explain the criteria used for selecting a varied repertoire of music l skills, and an understanding of the performer's technical and technological skill.			on interest, music reading
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repert	oire?
	MU: Pr4.2.T.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their	ANALYZE	
		 Describe how context, structural aspects of the music, and digital media/tools inform prepared a performances. 		
		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 strumusical works inform performan	
	MU: Pr4.3.T.I HS PROFICIENT Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.			INTERPRET
		 Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances. 		
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mu	isical works?

N G	MU: Pr5.1.T.I HS PROFICIENT	Develop and refine artistic techniques and work for presen Evaluate and refine personal and ensemble performances, individu		EVALUATE / REFINE
ORMIN		b. Identify and implement rehearsal strategies to improint improvised performances in a varied repertoire of n		spects of prepared and
PERFO		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 q performance?	uality of their
	MU: Pr6.1.T.I HS PROFICIENT	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.		PRESENT
		c. Using digital tools, demonstrate attention to technical accuracy and expressive question improvised performances of a varied repertoire of music. d. Demonstrate an understanding of the context of music through prepared and imp		
		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 recontext and the manner in which presented influence audience res	musical work is
5	MU: Re7.1.T.I	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
N N N N		b. Cite reasons for choosing music based on the use of connections to interest or purpose.	the elements of music , digital and	electronic aspects, and
SPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by	ESSENTIAL QUESTION(S) How do individuals choose music	to experience?

their interests, experiences, understandings, and

purposes.

DING	MU: Re7.2.T.I	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	orm the response.	ANALYZE
OND		b. Explain how knowledge of the structure (repetition, of the music informs the response.	similarities, contrasts), technological	aspects, and purpose
RESPO		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 structumusic inform a response?	ure and context of
	MU: Re8.1.T.I HS PROFICIENT	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perj	formers' expressive intent.	INTERPRET
		 Explain and support an interpretation of the express elements of music, digital and electronic features, a 		d on treatment of the
		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 musical creators expressive intent?	and performers'
	MU: Re9.1.T.I HS PROFICIENT	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on established criteria.	analysis, interpretation, and	EVALUATE
		b. Evaluate music using criteria based on analysis, inte interests.	rpretation, digital and electronic feat	ures, and personal
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of must performance(s)?	sical work(s) and

5 CONNECTIN

MU:	Cn10.0.T.I	
HS P	ROFICIENT	

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

CONNECT

b. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

MU:Pr4.I.T.Ia 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:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

MU:Re7.I.T.la Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects and connections to interest or purpose.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.T.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Cr1.1.T.Ia Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.

MU:Pr4.2.T.la Describe how context, structural aspects of the music, and digital media/tools impact prepared and improvised performances.

MU:Pr6.1.T.lb Demonstrate an attention to and understanding of the context of music through prepared and improvised performance. MU:Re7.2.T.la Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music influence the response.

MU:Re8.1/T.la 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

CREATING	MU: Cr1.1.T.II HS ACCOMPLISHED			IMAGINE
		b. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.		
		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 creativ	e ideas?
	MU: Cr2.1.T.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and conte	xts.	PLAN / MAKE
		 Select melodic, rhythmic, and harmonic ideas to deusing digital and analog tools. 	evelop into a larger work that exhibit	s unity and variety
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	ecisions?
	MU: Cr3.1.T.II HS ACCOMPLISHED			EVALUATE / REFINE
		 Develop and implement varied strategies to improduced draft compositions and improvisations. 	ve and refine the technical and expr	essive aspects of
		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 quawork?	lity of their creative
	MU: Cr3.2.T.II HS ACCOMPLISHED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates c	raftsmanship, and exhibits originality.	PRESENT
		 Share compositions and improvisations that demote technological craftsmanship as well as the use of corganizing musical ideas. 	•	
		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 sha	re?

D N	MU: Pr4.1.T.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentati Select varied musical works to present based on interest, knowledge		SELECT
RFORMIN		 Develop and apply criteria to select a varied repe understanding of theoretical and structural chara using digital tools and resources. 		
PEF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repe	rtoire?
	MU: Pr4.2.T.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentati Analyze the structure and context of varied musical works and		ANALYZE
		 Describe and demonstrate how context, theoreties media/tools inform and influence prepared and it 	•	usic and <mark>digital</mark>
		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 st musical works inform performa	
	MU: Pr4.3.T.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentati <i>Develop personal interpretations that consider creators' intent.</i>		INTERPRET
	b. Demonstrate how understanding the style, genre, context, and use of dig repertoire of music influences prepared or improvised performances and audiences.			
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	ical works?

		icci	iniology [WOSIC]	words in rea are defined in the Glossary.												
HS ACCOMPLISH		I N G	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	MU: Pr5.1.T.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for pres <i>Evaluate and refine personal and ensemble performances, indivious others.</i>		EVALUATE / REFINE
ACCOMPLISH	ED	ORM		 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. 												
		PERF		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their context, expressive intent, and established criteria.	ESSENTIAL QUESTION(S) How do musicians make creativ	re decisions?										
			MU: Pr6.1.T.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work Perform expressively, with appropriate interpretation and technical appropriate to the audience and context.		PRESENT										
				 c. Using digital tools and resources, demonstrate te improvised performances of a varied repertoire of d. Demonstrate an understanding of the expressive and improvised performances. 	f music representing diverse <mark>cultu</mark>	ires, styles, and genres.										

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?

SELECT

MU: Re7.1.T.II ESPONDING HS ACCOMPLISHED

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

b. 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.

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?

D Z	MU: Re7.2.T.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works in	form the response.	ANALYZE
ONDIN		b. Explain how an analysis of the structure, context, a response.	and technological aspects of the	music informs the
RESPO		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 st music inform a response?	cructure and context of
	MU: Re8.1.T.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	rformers' expressive intent.	INTERPRET
		 Connect the influence of the treatment of the elempurpose, and other art forms to the expressive into 	, ,	onic features, context,
		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 musical cre expressive intent?	ators' and performers'
	MU: Re9.1.T.II HS ACCOMPLISHED	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based or established criteria.	n analysis, interpretation, and	EVALUATE
		 Apply criteria to evaluate music based on analysis, analog features, and musical qualities. 	interpretation, artistic intent, d	igital, electronic, and
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	f musical work(s) and

	D
= 6	Z
	二二
	ن
LIC	ш
CCOMPLISHED	Z
CCOMPLISHED	Z
	0

	MU: Cn10.0.T.II
HS	ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make music.

Synthesize and relate knowledge and personal experiences to make music.

b. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas. MU:Pr4.I.T.IIa 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 skill using digital tools and resources. MU:Pr4.3.T.IIa 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. MU:Re7.I.T.IIa Select and critique contrasting musical works, defending opinions based on the elements of music, digital and electronic aspects and the purpose and context of the works.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECT

CONNECT

MU: Cn11.0.T.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Cr1.1.T.IIa Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources. MU:Pr4.2.T.IIa Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools impact and influence prepared and improvised performances.

MU:Pr6.1.T.IIb Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

MU:Re7.2.T.IIa Explain how an analysis of the structure, context, and technological aspects of the music influences the response. MU:Re8.1.T.IIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

CREATING	MU: Cr1.1.T.III HS ADVANCED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		 Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems. 		
		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 id	eas?
	MU: Cr2.1.T.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts	;. /	PLAN / MAKE
		 Select, develop, and organize multiple melodic, rhyth exhibits unity, variety, complexity, and coherence us 	•	_
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisi	ons?
	MU: Cr3.1.T.III HS ADVANCED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.		EVALUATE / REFINE
	TIS ADVANCED	b. Develop and implement varied strategies and apply a expressive aspects of draft compositions and impro-	· · · ·	e the technical and
		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 work?	of their creative
,	MU: Cr3.2.T.III HS ADVANCED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cray	ftsmanship, and exhibits originality.	PRESENT
		 Share a portfolio of musical creations representing v of musical and technological craftsmanship as well a in developing and organizing musical ideas. 	<u> </u>	
		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?	

D Z	MU: Pr4.1.T.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledg		SELECT
PERFORMIN		 Develop and apply criteria to select varied programs the theoretical and structural characteristics, as well technical skill using digital tools, resources, and syst 	as expressive challenges in the music, a	_
		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.T.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 Examine, evaluate and critique how context, theoretical and structural aspects of the music media/tools inform and influence prepared and improvised performances. 		and <mark>digital</mark>
		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 musical works inform performance?	e and context of
	MU: Pr4.3.T.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		 Demonstrate how understanding the style, genre, correpertoire of music informs and influences prepared with audiences. 		_
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical	works?

G

ORMIN

RF

ш

م

MU: Pr5.1.T.III HS ADVANCED

Develop and refine artistic techniques and work for presentation.

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

EVALUATE / REFINE

b. 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.

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?

MU: Pr6.1.T.III HS ADVANCED

Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

- c. Integrating digital and analog tools and resources, 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.
- d. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

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?

ONDING مَ ES

MU: Re7.1.T.III HS ADVANCED

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

SELECT

b. 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.

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?

<u>1</u> ≡	
HS	
ADVANCED	

ESPONDIN

MU:	Re7.2.T.	Ш
Ης	Λ D V Λ N C E	D

Perceive and analyze artistic work.

Analyze how the structure and context of varied musical works inform the response.

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.

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?

ANALYZE

INTERPRET

EVALUATE

MU: Re8.1.T.III HS ADVANCED

Interpret intent and meaning in artistic work.

Support interpretations of musical works that reflect creators'/performers' expressive intent.

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.

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 musical creators' and performers' expressive intent?

MU: Re9.1.T.III HS ADVANCED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. 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.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

G ONNECTIN

MU: Cn10.0.T.III HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

b. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.T.IIIa Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas. MU:Pr4.I.T.IIIa 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 skill using digital tools, resources, and

MU:Pr4.3.T.IIIa 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.

MU:Re7.I.T.IIIa 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.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.T.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Relate musical ideas and works with varied context to deepen understanding.

CONNECT

 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:

MU:Cr1.1.T.Illa Generate melodic, rhythmic and harmonic ideas for compositions or improvisations that incorporate digital tools, resources and

MU:Pr4.2.T.IIIa Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools impact and influence prepared and improvised performances.

MU:Pr6.1.T.IIIb Demonstrate an ability to connect with audience members before, engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.T.IIIa Demonstrate and justify how an analysis of the structural characteristics, context and technological and creative decisions influences interest and response to the music.

MU:Re8.1.T.IIIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?





9 N	MU: Cr1.1.C.I HS PROFICIENT	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATIN		 Describe how sounds and short musical ideas can be images, and/or storylines. 	used to represent personal experier	nces, <mark>moods</mark> , visual
CR		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 creativ	ve ideas?
	MU: Cr2.1.C.I HS PROFICIENT	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts		PLAN / MAKE
		 c. Assemble and organize sounds or short musical idease moods, images, or storylines. d. Identify and describe the development of sounds or sounds or sounds or sounds or sounds. 		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative d	ecisions?
	MU: Cr3.1.C.I HS PROFICIENT	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	EVALUATE / REFINE
	 b. Identify, describe, and apply teacher-provided criteria to assess and r of evolving drafts leading to final versions. 		ia to assess and refine the technical	and expressive aspects
		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 quawork?	ality of their creative

D N	MU: Cr3.2.C.I HS PROFICIENT	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cra	ftsmanship, and exhibits originality.	PRESENT
CREATIN		 c. Share music through the use of notation, performance, or technology, and demonstrate music have been employed to realize expressive intent. d. Describe the given context and performance medium for presenting personal works, a final composition and presentation. 		
		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 sha	are?
D N		Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
ORMIN		 b. Identify and select specific excerpts, passages, or second, visual image, or storyline in simple forms (su 		s a personal experience,
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select reperto	ire?
'	MU: Pr4.2.C.I	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and the		ANALYZE
		 Analyze how the elements of music (including form) of selected works relate to style and implications for rehearsal or performance. 		
		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 musical works inform performance.	



	1			
U Z	MU: Pr4.3.C.I	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
FORMING		b. Develop interpretations of works based on an under explaining how the interpretive choices reflect the cr		music, style, and mood,
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	sical works?
	MU: Pr5.1.C.I HS PROFICIENT	Develop and refine artistic techniques and work for present Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE
		 d. Create rehearsal plans for works, identifying repetition e. Using established criteria and feedback, identify the music, style, and mood. f. Identify and implement strategies for improving the 	way(s) in which performances con-	·
		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 question performance?	uality of their
	MU: Pr6.1.C.I HS PROFICIENT	Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technica appropriate to the audience and context.	l accuracy, and in a manner	PRESENT
		 c. Share live or recorded performances of works (both music are used to convey intent. d. Identify how compositions are appropriate for an aucompositions. 		
		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 re context and the manner in which influence audience response?	• •

D Z	MU: Re7.1.C.I HS PROFICIENT	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
ONDIN		 Apply teacher-provided criteria to select music that storyline in simple forms (such as one-part, cyclical, 		- '
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music	c to experience?
	MU: Re7.2.C.I HS PROFICIENT	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	orm the response.	ANALYZE
		 Analyze aurally the elements of music (including for context, and describe how the analysis provides mo- listener. 		
		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 str music inform a response?	ucture and context of
	MU: Re8.2.C.I	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perf	formers' expressive intent.	INTERPRET
		 Develop and explain interpretations of varied works by citing technical and expressive aspects as well as 	·	of the composers' intent
		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 musical createspressive intent?	tors' and performers'

G NIDNO ES

MU: Re9.1.C.I HS PROFICIENT

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- c. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.
- d. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

5 CONNECTIN

MU: Cn10.0.C.I HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr1.1.C.la Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

MU:Cr3.2.C.Ia 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:Pr4.1.C.la 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:Re8.1.C.la 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.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECTIN

MU: Cn11.0.C.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr2.1.C.la Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

MU:Pr4.2.C.la Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.

MU:Pr6.1.C.lb Identify how compositions are appropriate for an audience or context, and how this will shape future compositions. MU:Re7.2.C.Ia 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

D N	MU: Cr1.1.C.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		b. Describe and demonstrate how sounds and music visual images, concepts, texts, or storylines.	al ideas can be used to represent son	ic events, memories,
CRI		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	e ideas?
'	MU: Cr2.1.C.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and conte	exts.	PLAN / MAKE
		 c. Assemble and organize multiple sounds or musica sonic events, memories, images, concepts, texts, of d. Describe and explain the development of sounds a simple or moderately complex forms (such as bin 	or <mark>storylines</mark> . and <mark>musical ideas</mark> in drafts of music w	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	ecisions?
,	MU: Cr3.1.C.II HS ACCOMPLISHED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work.	rk(s) that meet appropriate criteria.	EVALUATE / REFINE
		 Identify, describe, and apply selected teacher-pro- refine the technical and expressive aspects of evolutions. 		a to assess and
		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 qual work?	ity of their creative



	2
15	Ē
OMPLISHED	<
	L

	MU: Cr3.2.C.II
HS	ACCOMPLISHED

Refine and complete artistic work.

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- c. 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.
- d. Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final **composition** and presentation.

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?

PRESENT

SELECT

ANALYZE

FORMING ~

ш

۵

MU: Pr4.1.C.II HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.

Select varied musical works to present based on interest, knowledge, technical skill, and context.

b. 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.

ENDURING UNDERSTANDING

Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

ESSENTIAL QUESTION(S)

How do performers select repertoire?

MU: Pr4.2.C.II HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.

Analyze the structure and context of varied musical works and their implications for performance.

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.

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?



D N	MU: Pr4.3.C.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' intent.	1.	INTERPRET
ORMING	b. Develop interpretations of works based on an understanding of the use of ele function, and context, explaining and supporting how the interpretive choices			
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret r	musical works?
	MU: Pr5.1.C.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for preser <i>Evaluate and refine personal and ensemble performances, individo others.</i>		REHEARSE / EVALUATE / REFINE
			e ways in which performances c	onvey the formal design ,
			ESSENTIAL QUESTION(S) How do musicians improve the performance?	e quality of their
	MU: Pr6.1.C.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work Perform expressively, with appropriate interpretation and technic appropriate to the audience and context.		PRESENT
		 c. Share live or recorded performances of works (both personal and others'), and explain how the elemusic and compositional techniques are used to convey intent. d. Explain how compositions are appropriate for both audience and context, and how this will shape to compositions. 		
		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 do context and the manner in presented influence audience	which musical work is

D Z	MU: Re7.1.C.II HS ACCOMPLISHED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDIN	b. Apply teacher-provided or personally-developed criteria to select music that exp and interests, moods , visual images, concepts, texts, or storylines in simple or mo and describe and defend the choices as models for composition .			
RESF		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose mu	isic to experience?
	MU: Re7.2.C.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works in	form the response.	ANALYZE
	b. Analyze aurally and/or by reading the scores of musical works the elements compositional techniques and procedures, relating them to style, mood, an analysis provides models for personal growth as composer, performer, and/			ext; and explain how the
		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 s music inform a response?	structure and context of
	MU: Re8.1.C.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	rformers' expressive intent.	INTERPRET
		 Develop and support interpretations of varied wor intent by citing the use of elements of music (inclustyle/genre and context of each 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 musical creexpressive intent?	eators' and performers'

NIDNO

MU: Re9.1.C.II HS ACCOMPLISHED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- c. 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.
- d. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

5 CONNECTIN

MU: Cn10.0.C.II HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

MU:Cr3.2.C.IIa 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:Pr4.1.C.IIa 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:Re8.1.C.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECTIN

MU: Cn11.0.C.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

b. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create an initial expressive statement of selected sonic events, memories, images, concepts, texts, or storylines.

MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of the selected work(s) relate to the style, function, and context, and explain the implications for rehearsal and performance.

MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

MU:Re7.2.C.IIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



D Z	MU: Cr1.1.C.III HS ADVANCED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATIN		 Describe and demonstrate multiple ways in which so sonic experiences or abstract ideas. 	ounds and <mark>musical ideas</mark> can be used to	represent extended
CR		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?
	MU: Cr2.1.C.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.	S.	PLAN / MAKE
		 c. Assemble and organize multiple sounds or extended selected extended sonic experiences or abstract ide d. Analyze and demonstrate the development of sound variety of moderately complex or complex forms. 	as.	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.C.III HS ADVANCED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s	s) that meet appropriate criteria.	EVALUATE / REFINE
		b. Research, identify, explain, and apply personally-deverges expressive aspects of evolving drafts leading to final		e t <mark>echnical</mark> and
		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 qualit work?	ry of their creative

Com	position & Th	Words in red are defined in the Glossary.		
D N	MU: Cr3.2.C.III HS ADVANCED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates creative.	aftsmanship, and exhibits originality.	PRESENT
CREATING		 c. Share music through the use of notation, solo or gr explain how the elements of music, compositional expressive intent. d. Describe a variety of possible contexts and medium how each could impact the success of the final com 	techniques and processes have been em	ployed to realize
		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?	
D N	MU: Pr4.1.C.III HS ADVANCED	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowled		SELECT
Z		b. Identify and select specific sections, movements, or entire works that express personal experiences and interests,		

D N	MU: Pr4.1.C.III HS ADVANCED	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowledge		SELECT
R M I N		 b. Identify and select specific sections, movements, or moods, visual images, concepts, texts, or storylines 		
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
l	MU: Pr4.2.C.III	Select, analyze and interpret artistic work for presentation		4 NI A I V 7 F
		Analyze the structure and context of varied musical works and the		ANALYZE
	HS ADVANCED		ir implications for performance.), and compositional techniques of selecte	ed works relate to



COII	Composition & Theory [WOSTC] Words in red are defined in the Glossary.					
D N	MU: Pr4.3.C.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET		
ORMING		 Develop interpretations of works based on an under compositional techniques, style, function, and contre reflect the creators' intent. 	_			
PERF		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	sical works?		
	MU: Pr5.1.C.III HS ADVANCED	Develop and refine artistic techniques and work for present Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE		
	MU: Pr6.1.C.III HS ADVANCED	 d. Create rehearsal plans for works, identifying the forr techniques, and the style and historical or cultural ce. e. Using established criteria and feedback, identify the and convey the formal design, style, and historical/cf. Identify, compare, and implement strategies for improntrasting works. 	ontext of the work. ways in which performances use coultural context of the works.	ompositional techniques		
		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 question performance?	uality of their		
		Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technica appropriate to the audience and context.	l accuracy, and in a manner	PRESENT		
		 c. Share live or recorded performances of works (both understanding of how the expressive intent of the m d. Explain how compositions are appropriate for a various compositions. 	nusic is conveyed.			
		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 re context and the manner in which influence audience response?			

U Z	MU: Re7.1.C.III	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
PONDIN	113 ADVANCED	 Apply researched or personally-developed criteria t interests, visual images, concepts, texts, or storyline and justify the choice as models for composition. 	·	•
RESP		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?
	MU: Re7.2.C.III HS ADVANCED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	orm the response.	ANALYZE
	MU: Re8.1.C.III	 Analyze aurally and/or by reading the scores of must compositional techniques and procedures, relating and explain how the analysis provides models for per 	them to aesthetic effectiveness, st	yle, mood, and context;
		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 struinform a response?	acture and context of music
		Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perf	formers' expressive intent.	INTERPRET
		 Develop, justify and defend interpretations of varied intent by citing the use of elements of music (include and context of each 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 musical creat expressive intent?	ors' and performers'

5 ONDIN

MU: Re9.1.C.III HS ADVANCED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- c. 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.
- d. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?

5 CONNECTIN

MU: Cn10.0.C.III HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

b. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

MU:Cr3.2.C.Illa 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:Pr4.1.C.IIIa 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:Re8.1.C.Illa Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' musical and expressive intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECTIN

MU: Cn11.0.C.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

MU:Pr4.2.C.IIIa Analyze how the elements of music (including form) and compositional techniques of the selected work(s) relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance. MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

MU:Re7.2.C.IIIa 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.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



D N	MU: Cr1.1.E.5	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 b. Compose and improvise melodic and rhythmic ideas studied in rehearsal. 	or motives that reflect characteristic(s)	of music or text(s)
CR		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 ic	deas?
	MU: Cr2.1.E.5	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.		PLAN / MAKE
		 c. Select and develop draft melodic and rhythmic ideas characteristic(s) of music or text(s) studied in rehears d. Preserve draft compositions and improvisations thro 	al.	
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	ions?
	MU: Cr3.1.E.5 NOVICE	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s,) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine draft compositions and improvis criteria. 	ations based on knowledge, skill, and te	acher-provided
		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 work?	of their creative
	MU: Cr3.2.E.5	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craft	tsmanship, and exhibits originality.	PRESENT
		b. Share personally-developed melodic and rhythmic ide demonstrate understanding of characteristics of mus	· · · · · · · · · · · · · · · · · · ·	semble – that
		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?	,

D N	MU: Pr4.1.E.5	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge	, technical skill, and context.	SELECT	
ORMIN			b. Select varied repertoire to study based on interest, music reading skills (where appropriate the structure of the music, context , and the technical skill of the individual or ensemble .		
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoi	re?	
	MU: Pr4.2.E.5	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their	implications for performance.	ANALYZE	
		 Demonstrate, using music reading skills where appropriate inform prepared or improvised performances. 	oriate, how knowledge of formal asp	ects in <mark>musical works</mark>	
		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 same musical works inform performance.		I	
	MU: Pr4.3.E.5	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET	
	1,0,1,02	b. Identify expressive qualities in a varied repertoire of improvised performances.	music that can be demonstrated thro	ough prepared and	
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret music	cal works?	
	MU: Pr5.1.E.5	Develop and refine artistic techniques and work for presenta Evaluate and refine personal and ensemble performances, individual		REHEARSE / EVALUATE / REFINE	
		b. Use self-reflection and peer feedback to refine individual and ensemble performances of a var		ried repertoire of music.	
		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 quaperformance?	ality of their	

= b	
5 NOVICE	

MU:	Pr6.1.E.5
	NOVICE

Convey meaning through the presentation of artistic work.

PRESENT

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- c. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- d. Demonstrate an awareness of the context of the music through prepared and improvised performances.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

G NIDNO ES

 α

RFORMING

ш

م

MU: Re7.1.E.5 NOVICE

Perceive and analyze artistic work.

SELECT

Choose music appropriate for a specific purpose or context.

b. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

How do individuals choose music to experience?

MU: Re7.2.E.5 NOVICE

Perceive and analyze artistic work.

ANALYZE

Analyze how the structure and context of varied musical works inform the response.

b. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

How does understanding the structure and context of music inform a response?

RESPONDING	MU: Re8.1.E.5	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfor	mers' expressive intent.	INTERPRET
		 Identify interpretations of the expressive intent and n music, contexts, and (when appropriate) the setting or 	_	ring to the elements of
		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 musical creators' and perform expressive intent?	
	MU: Re9.1.E.5	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on an established criteria.	alysis, interpretation, and	EVALUATE
		b. Identify and describe the effect of interest, experience	, analysis, and context on the e	valuation of music.
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	of musical work(s) and

MU: Cn10.0.E.5

NOVICE

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

b. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.5a 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.

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skills of the individual or ensemble.

MU:Pr4.3.E. Sa Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU:Re7.1E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECT

CONNECTING

MU: Cn11.0.E.5 NOVICE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr3.2.E.5a 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.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

9 N	MU: Cr1.1.E.8 INTERMEDIATE	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		 b. Compose and improvise ideas for melodies and rh text(s) studied in rehearsal. 	ythmic passages based on characteri	stic(s) of music or
CRI		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	e ideas?
	MU: Cr2.1.E.8	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contents.	xts.	PLAN / MAKE
		 c. Select and develop draft melodies and rhythmic per characteristic(s) of music or text(s) studied in reheat. d. Preserve draft compositions and improvisations the compositions. 	arsal.	_
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative de	ecisions?
	MU: Cr3.1.E.8	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work.	k(s) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine draft compositions and improdeveloped criteria. 	visations based on knowledge, skill, a	nd collaboratively-
		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 quawork?	lity of their creative
	MU: Cr3.2.E.8	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates conveys conveys intent, demonstrates conveys conveys intent, demonstrates conveys convey	raftsmanship, and exhibits originality.	PRESENT
		b. Share personally-developed melodies and rhythm demonstrate understanding of characteristics of melodies.		emble – that
		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 sha	re?

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$



D N	MU: Pr4.1.E.8 INTERMEDIATE	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowled		SELECT
RMIN		 Select a varied repertoire to study based on music formal design in the music, context, and the technic 		_
PERFO		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select reper	toire?
	MU: Pr4.2.E.8 INTERMEDIATE Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance.			ANALYZE
		 Demonstrate, using music reading skills where appropriate musical works contribute to understanding the contribute the contr		
		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 str musical works inform performan	
	MU: Pr4.3.E.8	Select, analyze and interpret artistic work for presentation Develop personal interpretations that consider creators' intent.	1.	INTERPRET
		 b. Demonstrate understanding and application of expressive qualities in a varied rep through prepared and improvised performances. 		epertoire of music
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret m	usical works?

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



	5 Z	MU: Pr5.1.E.8 INTERMEDIATE	Develop and refine artistic techniques and work for present Evaluate and refine personal and ensemble performances, individuates.		REHEARSE / EVALUATE / REFINE
PERFORMIN			b. Develop strategies to address technical challenges using feedback from ensemble peers and other sou	-	d evaluate their success
			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 operformance?	quality of their
		MU: Pr6.1.E.8 INTERMEDIATE	Convey meaning through the presentation of artistic work Perform expressively, with appropriate interpretation and technic appropriate to the audience and context.		PRESENT
			 c. Demonstrate attention to technical accuracy and eperformances of a varied repertoire of music repred. d. Demonstrate an understanding of the context of the 	esenting diverse cultures and style	es.
			ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a	ESSENTIAL QUESTION(S) When is a performance judged is context and the manner in which	· ·

ESPONDING

MU: Re7.1.E.8 INTERMEDIATE

Perceive and analyze artistic work.

purpose, and context.

Choose music appropriate for a specific purpose or context.

work is presented influence the audience response.

b. Explain reasons for selecting music citing characteristics found in the music and connections to interest,

ENDURING UNDERSTANDING

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

SELECT

presented influence audience response?

ESSENTIAL QUESTION(S)

How do individuals choose music to experience?

D Z	MU: Re7.2.E.8 INTERMEDIATE			ANALYZE
PONDIN		b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.		
RESPO		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 smusic inform a response?	structure and context of
	MU: Re8.1.E.8 INTERMEDIATE Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent.			INTERPRET
		 Identify and support interpretations of the express evidence the treatment of the elements of music, or 		
		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 musical creexpressive intent?	eators' and performers'
	MU: Re9.1.E.8 INTERMEDIATE	Cuppert avaluations of musical wards and norformances based on analysis interpretation and		EVALUATE
		b. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.		
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of performance(s)?	of musical work(s) and

=	H
	L -
8 ITERMEDIATE	(

9

MU:	Cn ₂	LO.0).E.8
INTE	ERM	EDI	IATE

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

MU:Pr4.1.E.5a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skills of the individual and ensemble.

MU:Pr4.3.E.5c Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

CONNECT

CONNECT

MU: Cn11.0.E.8 INTERMEDIATE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

MU:Pr6.1.E.5b Demonstrate an understanding of the context of the music through prepared and improvised performances. MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

D N	MU: Cr1.1.E.I HS PROFICIENT	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
REATIN		b. 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.		
CRI		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 ic	leas?
	MU: Cr2.1.E.I HS PROFICIENT	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and context	rs.	PLAN / MAKE
		 Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes the demonstrate understanding of characteristic(s) of music from a variety of historical periods studies. Preserve draft compositions and improvisations through standard notation and audio recording. 		
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decis	ions?
	MU: Cr3.1.E.I HS PROFICIENT Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.		's) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 		
		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 work?	of their creative

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

D N	MU: Cr3.2.E.I HS PROFICIENT	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates creative.	aftsmanship, and exhibits originality.	PRESENT
CREATI		b. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.		
		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?	

PERFORMING	MU: Pr4.1.E.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge		SELECT
		b. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.		
		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	MU: Pr4.2.E.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		b. Demonstrate, using music reading skills where appro theoretical and structural aspects of musical works	•	
		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 musical works inform performance.	

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

S N	MU: Pr4.3.E.I HS PROFICIENT			INTERPRET
RMIN		 Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. 		
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	sical works?
	MU: Pr5.1.E.I HS PROFICIENT Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. b. Develop strategies to address expressive challenges in a varied repertoire of music, a using feedback from ensemble peers and other sources to refine performances.			REHEARSE / EVALUATE / REFINE
			<u>-</u>	l evaluate their success
		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 question performance?	uality of their
	MU: Pr6.1.E.I HS PROFICIENT Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. c. Demonstrate attention to technical accuracy and expressive qualities in prepared of a varied repertoire of music representing diverse cultures, styles, and genres. d. Demonstrate an understanding of expressive intent by connecting with an audient improvised performances.			PRESENT
			cultures, styles, and genres.	
		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 re context and the manner in which influence audience response?	-

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

U Z	MU: Re7.1.E.I HS PROFICIENT	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
ONDIN		 Apply criteria to select music for specified purposes, music and connections to interest, purpose, and con 		acteristics found in the
RESPO		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose musi	c to experience?
	MU: Re7.2.E.I HS PROFICIENT	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works info	rm the response.	ANALYZE
		 Explain how the analysis of passages and understand the response to music. 	ling the way the elements of mus	ic are manipulated inform
		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 str music inform a response?	ructure and context of
	MU: Re8.1.E.I HS PROFICIENT	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/perfo	ormers' expressive intent.	INTERPRET
		 Explain and support interpretations of the expressive the treatment of the elements of music, contexts, (we research. 	_	
		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 musical crea expressive intent?	tors' and performers'

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

	ن
	Z
HS.	
OFICIENT	Z
	0
	டி
	S
	ш
	~

MU: Re9.1.E.I HS PROFICIENT

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?/

CONNECTING

MU: Cn10.0.E.I HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

MU:Pr4.1.E.la Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance. MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Re7.1.E.la Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

G CONNECTIN

MU: Cn11.0.E.I HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.la 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.

MU:Cr3.2.E.la Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in \textbf{red}} \textit{ are defined in the Glossary}.$

D N	MU: Cr1.1.E.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
CREATING		b. Compose and improvise ideas for arrangements that reflect characteristic(s) of music from a variation	•	specific purposes
CRI		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?
	MU: Cr2.1.E.II HS ACCOMPLISHED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and cor	ntexts.	PLAN / MAKE
		 c. Select and develop arrangements, sections, and understanding of characteristic(s) of music from d. Preserve draft compositions and improvisations 	a variety of cultures studied in rehear	sal.
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative dec	isions?
	MU: Cr3.1.E.II HS ACCOMPLISHED	Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical w	vork(s) that meet appropriate criteria.	EVALUATE / REFINE
		 Evaluate and refine draft arrangements, section personally-developed criteria, including the ext 		
		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 qualit work?	y of their creative

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

1	D Z	MU: Cr3.2.E.II HS ACCOMPLISHED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates of	raftsmanship, and exhibits originality.	PRESENT
HS ACCOMPLISHED	EATI		 Share personally-developed arrangements, section ensemble – that address identified purposes. 	ns, and short compositions – individ	ually or as an
	CRI		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 sha	are?

ORMING	MU: Pr4.1.E.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation Select varied musical works to present based on interest, knowled b. Develop and apply criteria to select a varied repertite theoretical and structural characteristics and exprinciple individual or ensemble, and the purpose and controls.	dge, technical skill, and context. toire to study and perform based essive challenges in the music, the	_
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repe	rtoire?
	MU: Pr4.2.E.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentatio Analyze the structure and context of varied musical works and the		ANALYZE
		 Document and demonstrate, using music reading semployed and theoretical and structural aspects of improvised performances. 		-
		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 st musical works inform performa	

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$



D N	MU: Pr4.3.E.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.	n. INTERPRET
RMIN		b. Demonstrate how understanding the style , genre , prepared and improvised performances as well as	and context of a varied repertoire of music influences performers' technical skill to connect with the audience.
PERFO		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
	MU: Pr5.1.E.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for prese <i>Evaluate and refine personal and ensemble performances, individ</i>	
		b. Develop and apply appropriate rehearsal strategies repertoire of music, and evaluate their success.	s to address individual and ensemble challenges in a varied
		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?
	MU: Pr6.1.E.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic world Perform expressively, with appropriate interpretation and technic appropriate to the audience and context.	
		prepared and improvised performances of a varied and historical periods.	nd an understanding of expressive qualities of the music in drepertoire representing diverse cultures, styles, genres, and for connecting with an audience through prepared and
		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?

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

U Z	MU: Re7.1.E.II HS ACCOMPLISHED	Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.		SELECT
ONDIN		 Apply criteria to select music for a variety of purpo the specified purpose and context. 	ses, justifying choices citing kno	wledge of the music and
RESPC		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose mu	sic to experience?
,	MU: Re7.2.E.II HS ACCOMPLISHED	Perceive and analyze artistic work. Analyze how the structure and context of varied musical works in	form the response.	ANALYZE
		b. Explain how the analysis of structures and context	s inform the response to music.	
		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 simusic inform a response?	tructure and context of
1	MU: Re8.1.E.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	erformers' expressive intent.	INTERPRET
		 Support interpretations of the expressive intent at treatment of the elements of music, contexts, (wh researched sources. 	_	_
		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 musical creexpressive intent?	ators' and performers'

PONDIN ES

MU: Re9.1.E.II HS ACCOMPLISHED

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

b. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

ENDURING UNDERSTANDING

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

ESSENTIAL QUESTION(S)

How do we judge the quality of musical work(s) and performance(s)?/

CONNECTING

MU: Cn10.0.E.II HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

EVALUATE

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of the performance.

MU:Pr4.3.E.lla Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

(CONNECTIN

MU: Cn11.0.E.II HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.IIa 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.

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CREATING	MU: Cr1.1.E.III HS ADVANCED	Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.		IMAGINE
		b. Compose and improvise musical ideas for a variety	of purposes and contexts.	
		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 i	deas?
	MU: Cr2.1.E.III HS ADVANCED	Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and context	s.	PLAN / MAKE
		c. Select and develop composed and improvised ideas and contexts.d. Preserve draft musical works through standard note	· · · · · ·	a variety of purposes
		ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative deci	sions?
	MU: Cr3.1.E.III HS ADVANCED			EVALUATE / REFINE
		 Evaluate and refine varied draft musical works base address identified purposes and contexts. 	d on appropriate criteria, including the	extent to which they
		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 qualit work?	y of their creative
	MU: Cr3.2.E.III HS ADVANCED	Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates cra	ftsmanship, and exhibits originality.	PRESENT
		 Share varied, personally-developed musical works – purposes and contexts. 	- individually or as an ensemble – that a	address identified
		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	?

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$



D N	MU: Pr4.1.E.III HS ADVANCED			SELECT
ORMIN		 Develop and apply criteria to select varied programs theoretical and structural characteristics and expressindividual or ensemble, and the purpose and context 	ssive challenges in the music, the te	_
PERF		ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select reperto	ire?
	MU: Pr4.2.E.III HS ADVANCED MU: Pr4.3.E.III HS ADVANCED	Select, analyze and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their		ANALYZE
		 Examine, evaluate, and critique, using music reading impact and inform prepared and improvised perform 		tructure and context
		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 musical works inform performance	
		Select, analyze and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.		INTERPRET
		b. Demonstrate how understanding the style , genre , and improvised performances as well as performers		
		ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret mus	ical works?

Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



	0			
D N	MU: Pr5.1.E.III HS ADVANCED Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with a			REHEARSE / EVALUATE / REFINE
FORMIN		 b. Develop, apply, and refine appropriate rehearsal str varied repertoire of music. 	ategies to address individual and er	nsemble challenges in a
PERFO		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 question performance?	uality of their
	MU: Pr6.1.E.III HS ADVANCED	Define a superior by with a proportion intermediate and to be independent and in proportion		PRESENT
		 c. Demonstrate an understanding and mastery of the through prepared and improvised performances of genres, and historical periods in multiple types of ed. d. Demonstrate an ability to connect with audience meresponding to them through prepared and improvise 	a varied repertoire representing div nsembles. embers before and during the proce	verse <mark>cultures, styles,</mark>
		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 re context and the manner in which influence audience response?	
		/		

ESPONDING

MU: Re7.1.E.III HS ADVANCED

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

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.

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?

SELECT

$Performing\ Ensembles\ [\ \textbf{MUSIC}\]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$



שט			form the response.	ANALYZE
ONDIN		b. Demonstrate and justify how the analysis of struct response to music.	ures, contexts, and performance de	cisions inform the
RESPO		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 stru inform a response?	cture and context of music
	MU: Re8.1.E.III HS ADVANCED	Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/pe	rformers' expressive intent.	INTERPRET
		b. Justify interpretations of the expressive intent and varied researched sources, including reference to contact the contact of the expressive intent and the expressive intent a	, .	paring and synthesizing
		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 musical creato expressive intent?	ors' and performers'
	MU: Re9.1.E.III HS ADVANCED	Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based or established criteria.	analysis, interpretation, and	EVALUATE
		b. Develop and justify evaluations of music, programs decision-making, research, and understanding of co		on criteria, personal
		ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of m performance(s)?	usical work(s) and

(

MU: Cn10.0.E.III	Synthesize and relate knowledge and personal experiences to make art.	
	Conthociae and relate knowledge and nersonal experiences to make music	

CONNECT

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

MU:Pr4.1.E.IIIa 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 skills of the individual or ensemble, and the purpose and context of the performance.

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU:Re7.1.E.IIIa 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.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.E.III HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.

MU:Cr3.2.E.IIIb Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

MU:Re9.1/E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

A_B

Musical form consisting of two sections, A and B, which contrast with each other (binary form).

ABA

Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form).

ABILITY

Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction.

ACADEMIC VOCABULARY

Words that traditionally are used in academic dialogue and text.

ANALOG TOOLS

Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers.

ANALYSIS

(See ANALYZE).

ANALYZE

Examine in detail the structure and context of the music.

ARRANGEMENT

Setting or adaptation of an existing musical composition.

ARRANGER

Person who creates alternative settings or adaptations of existing music.

ARTICULATION

Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones).

ARTISTIC LITERACY

Knowledge and understanding required to participate authentically in the Arts.

ATONALITY

Music in which no tonic or key center is apparent.

AUDIATE

Hear and comprehend sounds in one's head (inner hearing), even when no sound is present.

AUDIENCE ET/QUETTE

Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed.

BEAT

Underlying steady pulse present in most music.

BENCHMARK

Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set).

BINARY FORM

(See AB).

BODY PERCUSSION

Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping.

BORDUN

Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating.

CHANT

Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm.

CHART

Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes.

CHORD PROGRESSION

Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music.

COLLABORATIVELY

Working together on a common (musical) task or goal.

COLLABORATIVELY-DEVELOPED **CRITERIA**

Qualities or traits for assessing achievement level that have been through a process of collective decision-making.

COMPLEX FORMAL STRUCTURE

Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections.

COMPOSER

One who creates music compositions.

COMPOSITION

Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording.

COMPOSITIONAL DEVICES

Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form.

COMPOSITIONAL PROCEDURES

Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing.

COMPOSITIONAL TECHNIQUES

Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, sound-silence, motion-stasis, in addition to compositional devices.

CONCEPTS, MUSIC

Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas.

CONNECTION

Relationship among artistic ideas, personal meaning, and/or external context.

CONTEXT

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

CONTEXT, CULTURAL

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

CONTEXT, HISTORICAL

Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience.

CONTEXT, PERSONAL

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

CONTEXT, SOCIAL ENVIRONMENT

Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

CRAFTSMANSHIP

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

CREATE

Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work.

CREATIVE INTENT

Shaping of the elements of music to express and convey emotions, thoughts, and ideas.

CREATOR

One who originates a music composition, arrangement, or improvisation.

CRITERIA

Guidelines used to judge the quality of a student's performance (See RUBRIC).

CULTURAL CONTEXT

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

CULTURALLY AUTHENTIC PERFORMANCE

Presentation that reflects practices and interpretation representative of the style and traditions of a culture.

CULTURE

Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.

CYCLICAL STRUCTURE

Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements.

DEMONSTRATE

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

DIATONIC

Seven-tone scale consisting of five whole steps and two half steps.

DIGITAL ENVIRONMENT

Simulated place made or created through the use of one or more computers, sensors, or equipment.

DIGITAL NOTATION

A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers.

DIGITAL RESOURCES

Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone.

DIGITAL SYSTEMS

Platforms that allow interaction and the conversion between and through the audio and digital domains.

DIGITAL TOOLS

Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software.

DYNAMICS

Level or range of loudness of a sound or sounds.

ELEMENTS OF MUSIC

Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music.

ENDURING UNDERSTANDING

Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations.

ENSEMBLE

Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming.

ESSENTIAL QUESTION

Question that is central to the core of a discipline - in this case, music - and promotes investigation to uncover corresponding enduring understanding(s).

ESTABLISHED CRITERIA

Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time.

EXPANDED FORM

Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda.

EXPLORE

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

EXPRESSION

Feeling conveyed through music.

EXPRESSIVE ASPECTS

Characteristics that convey feeling in the presentation of musical ideas.

EXPRESSIVE INTENT

The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music.

EXPRESSIVE QUALITIES

Qualities such as dynamics, tempo, articulation which when combined with other elements of music give a composition its musical identity.

FORM

Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form.

FORMAL DESIGN

Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece.

FRET

Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch.

FUNCTION

Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising.

FUNDAMENTALS OF MUSIC THEORY

Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords.

FUSION

Type of music created by combining contrasting styles into a new style.

GENRE

Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country.

GUIDANCE

Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently.

HARMONIC SEQUENCES

Series of two or more chords commonly used to support melody(ies).

HARMONIZING INSTRUMENTS

Musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs.

HARMONIZATION

Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material.

HARMONY

Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions.

HETEROPHONIC

Musical texture in which slightly different versions of the same melody sound simultaneously.

HISTORICAL CONTEXT

Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience.

HISTORICAL PERIODS

Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900-).

HOMOPHONIC

Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords.

ICONIC NOTATION

Representation of sound and its treatment using lines, drawings, pictures.

IMAGINE

Generate musical ideas for various purposes and contexts.

IMAGINATION

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See AUDIATE).

IMPROVISATION

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

IMPROVISER

One who creates music spontaneously or "inthe-moment".

INDEPENDENTLY

Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed.

INTENT

Meaning or feeling of the music planned and conveyed by a creator or performer.

INTERPRET

Determine and demonstrate music's expressive intent and meaning when responding and performing.

INTERPRETATION

Intent and meaning that a performer realizes in studying and performing a piece of music.

INTERVALS

Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively.

INTONATION

Singing or playing the correct pitch in tune.

KEY SIGNATURE

Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode.

LEAD-SHEET NOTATION

System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played.

LYRICS

Words of a song.

MAJOR SCALE

Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half.

MELODIC CONTOUR

Shape of a melody created by the way its pitches repeat and move up and down in steps and skips.

MELODIC PASSAGE

Short section or series of notes within a larger work that constitutes a single coherent melodic idea.

MELODIC PATTERN

Grouping, generally brief, of tones or pitches.

MELODY

Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music.

METER

Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter).

MINOR SCALE

Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural. harmonic, and melodic.

MODAL

Music based on a mode other than major or minor.

MODES

Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian — were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged.

MODEL CORNERSTONE ASSESSMENT

Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components.

MODERATELY COMPLEX FORMAL **STRUCTURE**

Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way.

MOOD

Over-all feeling that a section or piece of music conveys.

MONOPHONIC

Musical texture consisting of a single, unaccompanied melodic line.

MOTIF/MOTIVE

Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element.

MOVEMENT

Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds.

MUSIC LITERACY

Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding.

MUSIC THEORY

Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works.

MUSIC VOCABULARY

Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary).

MUSICAL CRITERIA

Traits relevant to assessing music attributes of a work or performance.

MUSICAL IDEA

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

MUSICAL RANGE

Span between the highest and lowest pitches of a melody, instrument, or voice.

MUSICAL WORK

Piece of music preserved as a notated copy or sound recording or passed through oral tradition.

NON-PITCHED INSTRUMENTS

Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones.

NOTATION

Visual representation of musical sounds.

ONE-PART FORMAL STRUCTURE

Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as throughcomposed.

OPEN-ENDED ASSESSMENT

Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting.

PENTATONIC SCALE

Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible.

PERFORM

Process of realizing artistic ideas and work through interpretation and presentation.

PERFORMING, PERFORMANCE

Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing).

PERFORMANCE DECORUM

Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire.

PERFORMANCE PRACTICE

Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work.

PERFORMANCE TECHNIQUE

Personal technical skills developed and used by a performer.

PERSONAL CONTEXT

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

PERSONALLY-DEVELOPED CRITERIA

Qualities or traits for assessing achievement level developed by students individually.

PHRASE

Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text.

PHRASING

Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling.

PIECE

General, non-technical term referring to a composition or musical work.

PITCH

Identification of a tone or note with respect to highness or lowness (i.e., frequency).

PLAN

Select and develop musical ideas for creating a musical work.

POLYPHONIC

Musical texture in which two or more melodies sound simultaneously.

POLYTONAL

Music in which two or more tonalities (keys) sound simultaneously.

PRESENT

Share artistic work (e.g., a composition) with others.

PROGRAM

Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting.

PURPOSE

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

REFINE

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

REPERTOIRE

Body or set of musical works that can be performed.

RESPOND

Understand and evaluate how the arts convey meaning.

RHYTHM

Duration or length of sounds and silences that occur in music; organization of sounds and silences in time.

RHYTHMIC PASSAGE

Short section or series of notes within a larger work that constitutes a single coherent rhythmic

RHYTHMIC PATTERN

Grouping, generally brief, of long and short sounds and silences.

RONDO

Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA.

RUBRIC

Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement.

SCALE

Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps.

SCORE

Written notation of an entire music composition.

SECTION

One of a number of distinct segments that together comprise a composition; a section consists of several phrases.

SELECT

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

SENSITIVITY

Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression.

Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording.

SETTING

Specified or implied instrumentation, voicing, or orchestration of a musical work.

SETTING OF THE TEXT

Musical treatment of text as presented in the music.

SHARE

Present artistic work (e.g., a composition) to others.

SIGHT-READING

First attempt to perform a notated musical work.

SIMPLE FORMAL STRUCTURE

Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections.

SOCIAL CONTEXT

Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

SONIC EVENTS

Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical.

SONIC EXPERIENCE

Perception and understanding of the sounds and silences of a musical work and their interrelationship.

STAGE PRESENCE

Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression.

STAGING

Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance.

STANDARD NOTATION

System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation.

STORYLINE

Extra-musical narrative that inspires or explains the structure of a piece of music.

STROPHIC FORM

Vocal music in which the music repeats with a new set of text each time.

STRUCTURAL

(See STRUCTURE).

STRUCTURE/

Totality of a musical work.

STYLE

Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre.

STYLISTIC EXPRESSION

Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin.

TABLATURE

System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board.

TEACHER-PROVIDED CRITERIA

Qualities or traits for assessing achievement level that are provided to students by the teacher.

TECHNICAL ASPECTS

Characteristics enabling the accurate representation/presentation of musical ideas.

TECHNICAL CHALLENGES

Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution.

TECHNICAL ACCURACY, TECHNICAL SKILL

Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work.

TEMPO

Rate or speed of the beat in a musical work or performance.

TENSION/RELEASE

Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling.

TERNARY FORM (See ABA).

TEXTURE

Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound.

THEME AND VARIATIONS

Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody.

THEORETICAL (See FUNDAMENTALS OF MUSIC THEORY).

TIMBRE

Tone color or tone quality that distinguishes one sound source, instrument, or voice from another.

TONAL PATTERN

Grouping, generally brief, of tones or pitches.

TONALITY

Tonic or key tone around which a piece of music is centered.

TRANSFER

Use music knowledge and skills appropriately in a new context.

UNITY

Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See VARIETY).

VARIETY

Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See UNITY).

VENUE

Physical setting in which a musical event takes place.

VOCABLES

Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent.

VOCALIZATIONS

Vocal exercises that include no text and are sung to one or more vowels.

References _____

Americans for the Arts www.americansforthearts.org

Graphic: Playlist by Mike Rowe from the Noun Project www.thenounproject.com

The Kennedy Center education.kennedy-center.org//education/ceta/arts integration definition.pdf

Media Arts www.mediaartseducation.org

National Association for Music Education www.nafme.org

National Coalition for Core Arts Standards www.nationalartsstandards.org

State Education Agency Directors of Arts Education seadae.org

The John F. Kennedy Center for the Performing Arts www.kennedy-center.org/

Wiggins, Grant and McTighe, Jay (2005). Understanding by Design Association for Supervision & Curriculum Development (2nd ed.). ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf

Source: Miss. Code Ann. §37-1-3