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| Traditional Emerging Ensembles Music  Concert Band 2 | **Standards-Based Education Priority Standards** |
| **9-12th Grade** | |
| *Practice and Technique* | |
| MU:Pr5.1.E.II a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. | |
| MU:Pr6.1.E.II a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. | |
| *Performing* | |
| MU:Pr4.3.E.II a. 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:Pr6.1.E.II b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. | |
| *Responding* | |
| MU:Re8.1.E.II a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources. | |
| MU:Re9.1.E.II 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. | |
| *Reading and Writing* | |
| 11-12.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | |
| 11-12.RST.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–12 texts and topics. | |
| 11-12.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 11-12.WHST.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |