



BROWNELL TALBOT

Grades 9-12 Music Standards

National Core Arts Standard: CREATING

<p>Anchor Standards</p> <p>#1. Generate and conceptualize artistic ideas and work.</p>	<p>Performance Standards: performance standards translate the anchor standards into specific, measurable learning goals.</p> <ul style="list-style-type: none"> • MU:Cr1.1.E.1a 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:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns.
<p>#2. Organize and develop artistic ideas and work.</p>	<ul style="list-style-type: none"> • MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. • MU:Cr2.1.E.1b Preserve draft compositions and improvisations through standard notation and audio recording. • MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns.
<p>#3. Refine and complete artistic work.</p>	<ul style="list-style-type: none"> • MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. • MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes. • MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns. • MU:Cr3.2.H.1a 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, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

National Core Arts Standard: PERFORMING, PRESENTING, PRODUCING

<p>#4. Select, analyze and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> • MU:Pr4.1.E.1a 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 . • MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. • MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. • MU:Pr4.1.H.1a 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. • MU:Pr4.2.H.1a 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. • MU:Pr4.3.H.1a Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
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<p>#5. Develop and refine artistic techniques and work for presentation.</p>	<ul style="list-style-type: none"> • MU:Pr5.1.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. • MU:Pr5.1.H.1a 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. • MU:Pr5.1.H.1a 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, and create rehearsal strategies to address performance challenges and refine the performances.
<p>#6. Convey meaning through the presentation of artistic work.</p>	<ul style="list-style-type: none"> • MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. • MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. • MU:Pr6.1.H.1a 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)

National Core Arts Standard: RESPONDING

<p>#7. Perceive and analyze artistic work.</p>	<ul style="list-style-type: none"> • MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. • MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. • MU:Re7.1.H.1a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. • MU:Re7.2.H.1a Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.
<p>#8. Interpret intent and meaning in artistic work.</p>	<ul style="list-style-type: none"> • MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. • MU:Re8.1.H.1a Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.
<p>#9. Apply criteria to evaluate artistic work.</p>	<ul style="list-style-type: none"> • MU:Re9.1.E.1a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. • MU:Re9.1.H.1a 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.

National Core Arts Standard: CONNECTING

<p>#10. Synthesize and relate knowledge and personal experiences to make art.</p>	<ul style="list-style-type: none"> • MU:Cn10.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ul style="list-style-type: none"> ◦ Embedded within: MU:Cr3.2.E.1a, MU:Pr4.1.E.1a, MU:Pr4.3.E.1a, MU:Re7.1.E.1a • MU:Cn11.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ul style="list-style-type: none"> ◦ Embedded within: MU:Cr3.2.H.1a, MU:Pr4.1.H.1a, MU:Re7.1.H.1a
<p>#11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p>	<ul style="list-style-type: none"> • MU:Cn11.0.E.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <ul style="list-style-type: none"> ◦ Embedded within: MU:Cr1.1.E.1a, MU:Cr3.2.E.1a, MU:Pr6.1.E.1b, MU:Re9.1.E.1a • MU:Cn11.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ul style="list-style-type: none"> ◦ Embedded within: MU:Pr4.3.H.1a, MU:Re7.2.H.1a, MU:Re9.1.H.1a