California Arts Standards

California Arts Standards for Music

> *"The fact that children can make beautiful music is less significant than the fact that music can make beautiful children."*
>
> —Cheryl Lavender, composer and music educator

The music standards are designed to enable students to achieve music literacy. Unlike the other arts disciplines, there are five sets of performance standards for music:

- PK–8
- Harmonizing Instruments
- Ensembles
- Composition and Theory
- Technology

What Is Literacy in Music?

Developing music literacy means discovering the expressive elements of music, understanding the basic concepts of music, knowing the terminology that is used to comprehend music, developing the skills necessary to produce music, and being able to reflect, critique, and connect personal experience to music.

The standards describe expectations for learning in music regardless of style or genre. The standards impart the breadth and depth of the music experience through art-making processes. The standards can and should be the impetus for music educators to inspire their students to explore the many facets of music and prepare them for a lifelong relationship with music.

As in the other artistic disciplines, the four artistic processes are addressed linearly in the written music standards but are envisioned to occur simultaneously in the actual practice of music. From the first day, the music student gives voice to an instrument and makes music come alive, often from a written score, by singing, listening, playing, moving, reading, and/or composing music individually or together with peers (creating). The music lesson works toward a synthesis—when everything they have been working on is brought together (performing). The students analyze and evaluate what they have done (responding), and finally attach meaning not only to a musical concept, but to the experience as it relates to other contexts (connecting). As a result, aspects of multiple standards can be combined within a learning activity: students can learn a skill, apply it to a piece of music, make musical decisions, try and think critically about their ideas, and relate them to other experiences, contexts, and meanings.

PK–8

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Process Component

Imagine

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

PK.MU:Cr1	K.MU:Cr1	1.MU:Cr1	2.MU:Cr1	3.MU:Cr1	4.MU:Cr1	5.MU:Cr1
a. With substantial guidance, explore and experience a variety of music.	a. With guidance, explore and experience music concepts (such as beat and melodic contour).	a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

PK.MU:Cr1	K.MU:Cr1	1.MU:Cr1	2.MU:Cr1	3.MU:Cr1	4.MU:Cr1	5.MU:Cr1
n/a	b. With guidance, generate musical ideas (such as movements or motives).	b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

6.MU:Cr1	7.MU:Cr1	8.MU:Cr1
a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	a. Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Process Component

Plan and Make

Enduring Understanding

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

How do musicians make creative decisions?

PK.MU:Cr2	K.MU:Cr2	1.MU:Cr2	2.MU:Cr2	3.MU:Cr2	4.MU:Cr2	5.MU:Cr2
a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).	a. With guidance, demonstrate and choose favorite musical ideas.	a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.	a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

PK.MU:Cr2	K.MU:Cr2	1.MU:Cr2	2.MU:Cr2	3.MU:Cr2	4.MU:Cr2	5.MU:Cr2
b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

6.MU:Cr2	7.MU:Cr2	8.MU:Cr2
a. 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.	a. 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.	a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
b. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.	b. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	b. Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Evaluate and Refine

3.1 Enduring Understanding

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

PK.MU:Cr3.1	K.MU:Cr3.1	1.MU:Cr3.1	2.MU:Cr3.1	3.MU:Cr3.1	4.MU:Cr3.1	5.MU:Cr3.1
With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas.	Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.

6.MU:Cr3.1	7.MU:Cr3.1	8.MU:Cr3.1
a. Evaluate personal work, applying teacher-provided criteria, such as application of selected elements of music and use of sound sources.	a. Evaluate personal work, applying selected criteria, such as appropriate application of elements of music, including style, form, and use of sound sources.	a. Evaluate personal work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

Process Component

Present

3.2 Enduring Understanding

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question

When is creative work ready to share?

PK.MU:Cr3.2	K.MU:Cr3.2	1.MU:Cr3.2	2.MU:Cr3.2	3.MU:Cr3.2	4.MU:Cr3.2	5.MU:Cr3.2
With substantial guidance, share revised personal musical ideas with peers.	With guidance, demonstrate a final version of personal musical ideas to peers.	With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Present the final version of personal created music to others and describe connection to expressive intent.	Present the final version of personal created music to others and explain connection to expressive intent.	Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent.

6.MU:Cr3.2	7.MU:Cr3.2	8.MU:Cr3.2
Present the final version of documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Present the final version of documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	Present the final version of 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.

Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Process Component

Select

4.1 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

How do performers select repertoire?

PK.MU:Pr4.1	K.MU:Pr4.1	1.MU:Pr4.1	2.MU:Pr4.1	3.MU:Pr4.1	4.MU:Pr4.1	5.MU:Pr4.1
With substantial guidance, demonstrate and state personal interest in varied musical selections.	With guidance, demonstrate and state personal interest in varied musical selections.	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

6.MU:Pr4.1	7.MU:Pr4.1	8.MU:Pr4.1
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.	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.	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.

Process Component

Analyze

4.2 Enduring Understanding

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question

How does understanding the structure and context of musical works inform performance?

PK.MU:Pr4.2	K.MU:Pr4.2	1.MU:Pr4.2	2.MU:Pr4.2	3.MU:Pr4.2	4.MU:Pr4.2	5.MU:Pr4.2
a. With substantial guidance, explore and demonstrate awareness of musical contrasts such as high/low, loud/soft, fast/slow.	a. With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music selected for performance.	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.	a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	a. Demonstrate understanding of the structure in music selected from a variety of cultures for performance.	a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

PK.MU:Pr4.2	K.MU:Pr4.2	1.MU:Pr4.2	2.MU:Pr4.2	3.MU:Pr4.2	4.MU:Pr4.2	5.MU:Pr4.2
n/a	n/a	b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	b. When analyzing selected music, read and perform using iconic and/or standard notation.	b. When analyzing selected music, read and perform using standard notation.
n/a	n/a	n/a	n/a	c. Describe how context (such as personal and social) can inform a performance.	c. Explain how context (such as personal, social, and cultural) informs a performance.	c. Explain how context (such as personal, social, cultural, and historical) informs performances.

6.MU:Pr4.2	7.MU:Pr4.2	8.MU:Pr4.2
a. Explain how understanding the structure and the elements of music are used in music selected for performance.	a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.	b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.	b. When analyzing selected music, sight-read in treble, alto, or bass clef simple rhythmic, melodic, and/or harmonic notation.

6.MU:Pr4.2	7.MU:Pr4.2	8.MU:Pr4.2
c. Identify how personal, social, cultural, and historical context inform performances.	c. Identify how personal, social, cultural, and historical context inform performances and result in different musical effects.	c. Identity how personal, social, cultural, and historical context inform performances and result in different music interpretations.

Process Component

Interpret

4.3 Enduring Understanding

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

Essential Question

How do performers interpret musical works?

PK.MU:Pr4.3	K.MU:Pr4.3	1.MU:Pr4.3	2.MU:Pr4.3	3.MU:Pr4.3	4.MU:Pr4.3	5.MU:Pr4.3
With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	With limited guidance, demonstrate and describe music's expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	Demonstrate understanding of expressive qualities (such as voice quality, dynamics, and tempo) and how creators use them to convey expressive intent.	Demonstrate and describe how intent is conveyed through expressive qualities (such as voice quality, dynamics, and tempo).	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

6.MU:Pr4.3	7.MU:Pr4.3	8.MU:Pr4.3
Perform a selected piece of music demonstrating how interpretations of the elements of music and the expressive qualities (such as articulation/style and phrasing) convey intent.	Perform contrasting pieces of music demonstrating interpretations of the elements of music and expressive qualities (such as articulation/style and phrasing) convey intent.	Perform contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by interpretations of the elements of music and expressive qualities (such as articulation/style and phrasing).

Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

Process Component

Rehearse, Evaluate, and Refine

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

How do musicians improve the quality of their performance?

PK.MU:Pr5	K.MU:Pr5	1.MU:Pr5	2.MU:Pr5	3.MU:Pr5	4.MU:Pr5	5.MU:Pr5
a. With substantial guidance, practice and demonstrate what they like about their own performances.	a. With guidance, apply personal, teacher, and peer feedback to refine performances.	a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	a. Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.	a. Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

PK.MU:Pr5	K.MU:Pr5	1.MU:Pr5	2.MU:Pr5	3.MU:Pr5	4.MU:Pr5	5.MU:Pr5
b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	b. Apply rehearsal strategies to address identified interpretive, performance, and technical challenges of music.	b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

6.MU:Pr5	7.MU:Pr5	8.MU:Pr5
Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

Process Component

Present

Enduring Understanding

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Questions

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

PK.MU:Pr6	K.MU:Pr6	1.MU:Pr6	2.MU:Pr6	3.MU:Pr6	4.MU:Pr6	5.MU:Pr6
a. With substantial guidance, perform music with expression.	a. With guidance, perform music with expression.	a. With limited guidance, perform music for a specific purpose with expression.	a. Perform music for a specific purpose with expression.	a. Perform music for a specific purpose with expression and technical accuracy.	a. Perform music with expression, technical accuracy, and appropriate interpretation.	a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

PK.MU:Pr6	K.MU:Pr6	1.MU:Pr6	2.MU:Pr6	3.MU:Pr6	4.MU:Pr6	5.MU:Pr6
b. With substantial guidance, demonstrate performance decorum appropriate for the audience.	b. With guidance, demonstrate performance decorum appropriate for the audience.	b. With limited guidance, demonstrate performance decorum and audience etiquette appropriate for the purpose.	b. Demonstrate performance decorum and audience etiquette appropriate for the purpose.	b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

6.MU:Pr6	7.MU:Pr6	8.MU:Pr6
a. Perform the music, alone or with others, with technical accuracy to convey the creator's intent.	a. Perform the music, alone or with others, with technical accuracy and stylistic expression to convey the creator's intent.	a. Perform the music, alone or with others, with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
b. Demonstrate performance decorum and audience etiquette appropriate for venue and purpose.	b. Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context.	b. Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, context, and style.

Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

Process Component

Select

7.1 Enduring Understanding

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

Essential Question

How do individuals choose music to experience?

PK.MU:Re7.1	K.MU:Re7.1	1.MU:Re7.1	2.MU:Re7.1	3.MU:Re7.1	4.MU:Re7.1	5.MU:Re7.1
With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

6.MU:Re7.1	7.MU:Re7.1	8.MU:Re7.1
Select music to listen to and explain the connections to specific interests or experiences for a specific purpose.	Select contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	Select programs of music and demonstrate the connections to an interest or experience for a specific purpose.

Process Component

Analyze

7.2 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

How do individuals choose music to experience?

PK.MU:Re7.2	K.MU:Re7.2	1.MU:Re7.2	2.MU:Re7.2	3.MU:Re7.2	4.MU:Re7.2	5.MU:Re7.2
With substantial guidance, explore musical contrasts in music.	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.	Describe how specific music concepts are used to support a specific purpose in music.	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).	Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social, and cultural).	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 personal, social, cultural, and historical).

6.MU:Re7.2	7.MU:Re7.2	8.MU:Re7.2
a. Describe how the elements of music and expressive qualities relate to the structure of the pieces.	a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.
b. Identify the context of music from a variety of genres, cultures, and historical periods.	b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.	b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Process Component

Interpret

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

How do we discern the musical creators' and performers' expressive intent?

PK.MU:Re8	K.MU:Re8	1.MU:Re8	2.MU:Re8	3.MU:Re8	4.MU:Re8	5.MU:Re8
With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	With guidance, demonstrate awareness of expressive qualities that reflect creators' and performers' expressive intent.	With limited guidance, demonstrate and identify expressive qualities that reflect creators' and performers' expressive intent.	Demonstrate knowledge of expressive qualities and how they support creators' and performers' expressive intent.	Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect creators' expressive intent.	Demonstrate and explain how expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect creators' expressive intent.	Demonstrate and explain how expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' personal interpretations to reflect creators' expressive intent.

6.MU:Re8	7.MU:Re8	8.MU:Re8
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Support personal interpretations of contrasting programs of music and explain how creators' and performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.

Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Process Component

Evaluate

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

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

PK.MU:Re9	K.MU:Re9	1.MU:Re9	2.MU:Re9	3.MU:Re9	4.MU:Re9	5.MU:Re9
With substantial guidance, talk about personal and expressive preferences in music.	With guidance, apply personal and expressive preferences in the evaluation of music.	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

6.MU:Re9	7.MU:Re9	8.MU:Re9
Select from teacher-provided criteria to evaluate musical works or performances.	Apply collaboratively developed criteria to evaluate musical works or performances.	Apply appropriate personally developed criteria to evaluate musical works or performances.

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Process Component

Synthesize

Enduring Understanding

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

Essential Question

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

PK.MU:Cn10	K.MU:Cn10	1.MU:Cn10	2.MU:Cn10	3.MU:Cn10	4.MU:Cn10	5.MU:Cn10
With substantial guidance, explore how personal interests connect to creating, performing, and responding to music.	With guidance, share how personal interests connect to creating, performing, and responding to music.	With limited guidance, discuss how personal interests connect to creating, performing, and responding to music.	Describe how personal interests and experiences connect to creating, performing, and responding to music.	Identify and demonstrate how personal interests, experiences, and ideas relate to creating, performing, and responding to music.	Describe and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music.	Explain and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music.

6.MU:Cn10	7.MU:Cn10	8.MU:Cn10
Explain and demonstrate how personal interests, knowledge, and ideas relate to choices and intent when creating, performing, and responding to music.	Relate and demonstrate how personal interests, knowledge, and ideas connect to choices and intent when creating, performing, and responding to music.	Examine and demonstrate how personal interests, knowledge, and ideas relate to choices and intent when creating, performing, and responding to music.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

Process Component

Relate

Enduring Understanding

Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

PK.MU:Cn11	K.MU:Cn11	1.MU:Cn11	2.MU:Cn11	3.MU:Cn11	4.MU:Cn11	5.MU:Cn11
With substantial guidance, explore connections between music and culture.	With guidance, share connections between music and culture.	With limited guidance, discuss connections between music and culture.	Describe connections between music, society, and culture.	Identify and demonstrate connections between music and societal, cultural, and historical contexts.	Describe and demonstrate connections between music and societal, cultural, and historical contexts.	Explain and demonstrate connections between music and societal, cultural, and historical contexts.

6.MU:Cn11	7.MU:Cn11	8.MU:Cn11
Explain and demonstrate connections between music and societal, cultural, and historical contexts when creating, performing, and responding.	Relate and demonstrate connections between music and societal, cultural, and historical contexts when creating, performing, and responding.	Examine and demonstrate connections between music and societal, cultural, and historical contexts when creating, performing, and responding.

Harmonizing Instruments

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Process Component

Imagine

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Nov.MU:H.Cr1	Int.MU:H.Cr1	Prof.MU:H.Cr1	Acc.MU:H.Cr1	Adv.MU:H.Cr1
Generate melodic, rhythmic, and harmonic ideas for simple melodies and chordal accompaniments for given melodies.	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.	Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions, and three-or-more chord accompaniments in a variety of patterns.	Generate melodic, rhythmic, and harmonic ideas for compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Generate melodic, rhythmic, and harmonic ideas for a collection of compositions representing a variety of forms and styles, improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Harmonizing Instruments

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Process Component

Plan and Make

Enduring Understanding

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

How do musicians make creative decisions?

Nov.MU:H.Cr2	Int.MU:H.Cr2	Prof.MU:H.Cr2	Acc.MU:H.Cr2	Adv.MU:H.Cr2
Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies and chordal accompaniments for given melodies.	Select, develop, and use standard notation and/or 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.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions, and three-or-more chord accompaniments in a variety of patterns.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions, improvisations, and accompaniment patterns in a variety of styles, and harmonizations for given melodies.	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.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Evaluate and Refine

3.1 Enduring Understanding

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

Nov.MU:H.Cr3.1	Int.MU:H.Cr3.1	Prof.MU:H.Cr3.1	Acc.MU:H.Cr3.1	Adv.MU:H.Cr3.1
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies and chordal accompaniments for given melodies.	Apply teacher-provided criteria to critique, improve, and refine drafts of melodies created over specified chord progressions or AB/ABA forms and two- to three chord accompaniments for given melodies.	Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions and three-or-more chord accompaniments in a variety of patterns.	Develop and apply criteria to critique, improve, and refine drafts of compositions, improvisations, and accompaniment patterns in a variety of styles, and harmonizations for given melodies.	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.

Process Component

Present

3.2 Enduring Understanding

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question

When is creative work ready to share?

Nov.MU:H.Cr3.2	Int.MU:H.Cr3.2	Prof.MU:H.Cr3.2	Acc.MU:H.Cr3.2	Adv.MU:H.Cr3.2
Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	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.	Perform final versions of improvisations, compositions, 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.	Perform final versions of compositions, 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.	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.

Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Process Component

Select

4.1 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

How do performers select repertoire?

Nov.MU:H.Pr4.1	Int.MU:H.Pr4.1	Prof.MU:H.Pr4.1	Acc.MU:H.Pr4.1	Adv.MU:H.Pr4.1
Describe and demonstrate how a varied repertoire of music that includes melodies and chordal accompaniments is selected, based on personal interest, music-reading skills, and technical skill, as well as the context of the performances.	Describe and demonstrate how a varied repertoire of music that includes melodies and chordal accompaniments is selected, based on personal interest, music-reading skills, technical skills and related challenges, and the context of the performances.	Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, improvisations, and chordal accompaniments in a variety of patterns.	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, improvisations, and chordal accompaniments in a variety of styles.	Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Process Component

Analyze

4.2 Enduring Understanding

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question

How does understanding the structure and context of musical works inform performance?

Nov.MU:H.Pr4.2	Int.MU:H.Pr4.2	Prof.MU:H.Pr4.2	Acc.MU:H.Pr4.2	Adv.MU:H.Pr4.2
Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies and chordal accompaniments selected for performance, using standard notation.	Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies and chordal accompaniments selected for performance, using standard notation.	Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, improvisations, and chordal accompaniments in a variety of patterns.	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, improvisations, and chordal accompaniments in a variety of styles.	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, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Process Component

Interpret

4.3 Enduring Understanding

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

Essential Question

How do performers interpret musical works?

Nov.MU:H.Pr4.3	Int.MU:H.Pr4.3	Prof.MU:H.Pr4.3	Acc.MU:H.Pr4.3	Adv.MU:H.Pr4.3
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 and chordal accompaniments.	Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies and chordal accompaniments.	Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, improvisations, and chordal accompaniments in a variety of patterns.	Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, improvisations, and chordal accompaniments in a variety of styles.	Explain and present interpretations that demonstrate and describe the social, cultural, or historical contexts, and an understanding of the creators' intent in repertoire for varied programs of music that include melodies, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

Process Component

Rehearse, Evaluate, and Refine

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

How do musicians improve the quality of their performance?

Nov.MU:H.Pr5	Int.MU:H.Pr5	Prof.MU:H.Pr5	Acc.MU:H.Pr5	Adv.MU:H.Pr5
Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, improvisations, and chordal accompaniments in a variety of patterns, and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

Process Component

Present

Enduring Understanding

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Questions

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

Harmonizing Instruments

Nov.MU:H.Pr6	Int.MU:H.Pr6	Prof.MU:H.Pr6	Acc.MU:H.Pr6	Adv.MU:H.Pr6
Perform with expression and technical accuracy individual performances of a varied repertoire of music that includes melodies and chordal accompaniments, demonstrating understanding of the audience and the context.	Perform with expression and technical accuracy individual performances of a varied repertoire of music that includes melodies and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (such as social, cultural, or historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, improvisations, and chordal accompaniments in a variety of patterns, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

Process Component

Select

7.1 Enduring Understanding

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

Essential Question

How do individuals choose music to experience?

Nov.MU:H.Re7.1	Int.MU:H.Re7.1	Prof.MU:H.Re7.1	Acc.MU:H.Re7.1	Adv.MU:H.Re7.1
Identify reasons for selecting music based on characteristics found in the music and connections to interest, purpose, or personal experience.	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context (social, cultural, or historical).	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context (social, cultural, and historical).	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context (social, cultural, and historical).	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.

Process Component

Analyze

7.2 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

How do individuals choose music to experience?

Nov.MU:H.Re7.2	Int.MU:H.Re7.2	Prof.MU:H.Re7.2	Acc.MU:H.Re7.2	Adv.MU:H.Re7.2
Identify, citing evidence, the use of repetition, similarities, and contrasts in musical selections, and how these and knowledge of the context (social or cultural) informs the response.	Describe how elements of music are manipulated and knowledge of the context (social and cultural) informs the response.	Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting music inform the response.	Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context and creative decisions inform the response.

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Process Component

Interpret

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Nov.MU:H.Re8	Int.MU:H.Re8	Prof.MU:H.Re8	Acc.MU:H.Re8	Adv.MU:H.Re8
Identify possible interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when applicable) the setting of the text.	Identify and support possible interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when applicable) the setting of the text.	Explain and support possible 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), (when applicable) the setting of the text, and outside sources.	Explain and support possible 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), (when applicable) the setting of the text, and varied researched sources.	Establish and justify possible interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to examples from other art forms.

Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Process Component

Evaluate

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

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

Nov.MU:H.Re9	Int.MU:H.Re9	Prof.MU:H.Re9	Acc.MU:H.Re9	Adv.MU:H.Re9
Identify and describe how interest, experiences, and contexts (personal or social) affect the evaluation of music.	Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	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.	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.	Develop and justify evaluations of a variety of individual and small group musical selections based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Process Component

Synthesize

Enduring Understanding

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

Essential Question

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

Nov.MU:H.Cn10	Int.MU:H.Cn10	Prof.MU:H.Cn10	Acc.MU:H.Cn10	Adv.MU:H.Cn10
Describe and demonstrate how personal interests relate to choices and intent when creating, performing, and responding to music.	Explain and demonstrate how personal interests and knowledge relate to choices and intent when creating, performing, and responding to music.	Connect and demonstrate how personal interests, knowledge, and skills relate to choices and intent when creating, performing, and responding to music.	Synthesize personal interests, knowledge, skills, and contexts and how they relate to choices and intent when creating, performing, and responding to music.	Integrate and interrelate how personal interests, knowledge, skills, contexts, and audience expectations connect to choices and intent when creating, performing, and responding to music.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

Process Component

Relate

Enduring Understanding

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

Essential Question

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

Nov.MU:H.Cn11	Int.MU:H.Cn11	Prof.MU:H.Cn11	Acc.MU:H.Cn11	Adv.MU:H.Cn11
Relate music to societal, cultural, and historical contexts when creating, performing, and responding.	Explain the influence of societal, cultural, and historical contexts when creating, performing, and responding.	Connect and demonstrate the relationships between music and societal, cultural, and historical contexts when creating, performing, and responding.	Synthesize the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.	Integrate and interrelate the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.

Ensembles

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Process Component

Imagine

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Nov.MU:E.Cr1	Int.MU:E.Cr1	Prof.MU:E.Cr1	Acc.MU:E.Cr1	Adv.MU:E.Cr1
Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	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.	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.	Compose and improvise musical ideas for a variety of purposes and contexts.

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Process Component

Plan and Make

Enduring Understanding

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

How do musicians make creative decisions?

Nov.MU:E.Cr2	Int.MU:E.Cr2	Prof.MU:E.Cr2	Acc.MU:E.Cr2	Adv.MU:E.Cr2
a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	a. 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.	a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
b. Preserve draft compositions and improvisations through standard notation and audio recording.	b. Preserve draft compositions and improvisations through standard notation and audio recording.	b. Preserve draft compositions through standard notation and improvisations through audio recording.	b. Preserve draft compositions through standard notation, and improvisations through audio or video recording.	b. Preserve draft musical works through standard notation and audio or video recording.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Evaluate and Refine

3.1 Enduring Understanding

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

Nov.MU:E.Cr3.1	Int.MU:E.Cr3.1	Prof.MU:E.Cr3.1	Acc.MU:E.Cr3.1	Adv.MU:E.Cr3.1
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively developed criteria.	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Process Component

Present

3.2 Enduring Understanding

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question

When is creative work ready to share?

Nov.MU:E.Cr3.2	Int.MU:E.Cr3.2	Prof.MU:E.Cr3.2	Acc.MU:E.Cr3.2	Adv.MU:E.Cr3.2
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.	Share personally developed melodies and rhythmic passages—individually or as an ensemble—that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Share personally developed melodies, rhythmic passages, and arrangements—individually or as an ensemble—that address identified purposes.	Share personally developed arrangements, sections, and short compositions—individually or as an ensemble—that address identified purposes.	Share varied, personally developed musical works—individually or as an ensemble—that address identified purposes and contexts.

Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Process Component

Select

4.1 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

How do performers select repertoire?

Nov.MU:E.Pr4.1	Int.MU:E.Pr4.1	Prof.MU:E.Pr4.1	Acc.MU:E.Pr4.1	Adv.MU:E.Pr4.1
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 skill of the individual or ensemble.	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 skill of the individual and ensemble.	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.	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 skill of the individual or ensemble, and the purpose and context of the performance.	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 skill of the individual or ensemble, and the purpose and context of the performance.

Process Component

Analyze

4.2 Enduring Understanding

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question

How does understanding the structure and context of musical works inform performance?

Nov.MU:E.Pr4.2	Int.MU:E.Pr4.2	Prof.MU:E.Pr4.2	Acc.MU:E.Pr4.2	Adv.MU:E.Pr4.2
Demonstrate, using music-reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	Demonstrate, using music-reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.	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.	Document and demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.	Examine, evaluate, and critique, using music-reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

Process Component

Interpret

4.3 Enduring Understanding

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

Essential Question

How do performers interpret musical works?

Nov.MU:E.Pr4.3	Int.MU:E.Pr4.3	Prof.MU:E.Pr4.3	Acc.MU:E.Pr4.3	Adv.MU:E.Pr4.3
Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	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.	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.

Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

Process Component

Rehearse, Evaluate, and Refine

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

How do musicians improve the quality of their performance?

Nov.MU:E.Pr5	Int.MU:E.Pr5	Prof.MU:E.Pr5	Acc.MU:E.Pr5	Adv.MU:E.Pr5
Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	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.	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

Process Component

Present

Enduring Understanding

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Questions

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

Nov.MU:E.Pr6	Int.MU:E.Pr6	Prof.MU:E.Pr6	Acc.MU:E.Pr6	Adv.MU:E.Pr6
a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	a. 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.	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.	a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

Nov.MU:E.Pr6	Int.MU:E.Pr6	Prof.MU:E.Pr6	Acc.MU:E.Pr6	Adv.MU:E.Pr6
b. Demonstrate an awareness of the context of the music through prepared and improvised performances.	b. Demonstrate an understanding of the context of the music through prepared and improvised performances.	b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	b. 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.

Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

Process Component

Select

7.1 Enduring Understanding

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

Essential Question

How do individuals choose music to experience?

Nov.MU:E.Re7.1	Int.MU:E.Re7.1	Prof.MU:E.Re7.1	Acc.MU:E.Re7.1	Adv.MU:E.Re7.1
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	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.

Process Component

Analyze

7.2 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

How do individuals choose music to experience?

Nov.MU:E.Re7.2	Int.MU:E.Re7.2	Prof.MU:E.Re7.2	Acc.MU:E.Re7.2	Adv.MU:E.Re7.2
Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	Describe how understanding context and the way the elements of music are manipulated inform the response to music.	Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	Explain how the analysis of structures and contexts inform the response to music.	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Process Component

Interpret

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Nov.MU:E.Re8	Int.MU:E.Re8	Prof.MU:E.Re8	Acc.MU:E.Re8	Adv.MU:E.Re8
Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence, the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	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.	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.	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Process Component

Evaluate

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

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

Nov.MU:E.Re9	Int.MU:E.Re9	Prof.MU:E.Re9	Acc.MU:E.Re9	Adv.MU:E.Re9
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Process Component

Synthesize

Enduring Understanding

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

Essential Question

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

Nov.MU:E.Cn10	Int.MU:E.Cn10	Prof.MU:E.Cn10	Acc.MU:E.Cn10	Adv.MU:E.Cn10
Describe and demonstrate how personal interests relate to choices and intent when creating, performing, and responding to music.	Explain and demonstrate how personal interests and knowledge relate to choices and intent when creating, performing, and responding to music.	Connect and demonstrate how personal interests, knowledge, and skills relate to choices and intent when creating, performing, and responding to music.	Synthesize personal interests, knowledge, skills, and contexts and how they relate to choices and intent when creating, performing, and responding to music.	Integrate and interrelate how personal interests, knowledge, skills, contexts, and audience expectations connect to choices and intent when creating, performing, and responding to music.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

Process Component

Relate

Enduring Understanding

Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

Nov.MU:E.Cn11	Int.MU:E.Cn11	Prof.MU:E.Cn11	Acc.MU:E.Cn11	Adv.MU:E.Cn11
Relate music to societal, cultural, and historical contexts when creating, performing, and responding.	Explain the influence of societal, cultural, and historical contexts when creating, performing, and responding to music.	Connect and demonstrate the relationships between music and societal, cultural, and historical contexts when creating, performing, and responding.	Synthesize the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.	Integrate and interrelate the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.

Composition and Theory

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Process Component

Imagine

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Prof.MU:C.Cr1	Acc.MU:C.Cr1	Adv.MU:C.Cr1
Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Process Component

Plan and Make

Enduring Understanding

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

How do musicians make creative decisions?

Prof.MU:C.Cr2	**Acc.MU:C.Cr2**	**Adv.MU:C.Cr2**
a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.	a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.	a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.
b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).	b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, ternary, or rondo).	b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Evaluate and Refine

3.1 Enduring Understanding

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

Prof.MU:C.Cr3.1	Acc.MU:C.Cr3.1	Adv.MU:C.Cr3.1
Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Identify, describe, and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Process Component

Present

3.2 Enduring Understanding

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question

When is creative work ready to share?

Prof.MU:C.Cr3.2	Acc.MU:C.Cr3.2	Adv.MU:C.Cr3.2
a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.	a. 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.	a. 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.
b. Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.	b. Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.	b. Describe a variety of possible contexts and performance mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.

Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Process Component

Select

4.1 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

How do performers select repertoire?

Prof.MU:C.Pr4.1	Acc.MU:C.Pr4.1	Adv.MU:C.Pr4.1
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, or binary).	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, or rondo) or moderately complex forms.	Identify and select specific creators' intent, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

Process Component

Analyze

4.2 Enduring Understanding

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question

How does understanding the structure and context of musical works inform performance?

Prof.MU:C.Pr4.2	Acc.MU:C.Pr4.2	Adv.MU:C.Pr4.2
Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.	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.	Analyze how the elements of music (including form) and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.

Process Component

Interpret

4.3 Enduring Understanding

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

Essential Question

How do performers interpret musical works?

Prof.MU:C.Pr4.3	Acc.MU:C.Pr4.3	Adv.MU:C.Pr4.3
Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.	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.

Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

Process Component

Rehearse, Evaluate, and Refine

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

How do musicians improve the quality of their performance?

Prof.MU:C.Pr5	Acc.MU:C.Pr5	Adv.MU:C.Pr5
a. Create rehearsal plans for works, identifying repetition and variation within the form.	a. Create rehearsal plans for works, identifying the form, the repetition and variation within the form, and the style and historical or cultural context of the work.	a. Create rehearsal plans for works, identifying the form, the 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 way(s) in which performances convey the elements of music, style, and mood.	b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.	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 and implement strategies for improving the technical and expressive aspects of multiple works.	c. Identify and implement strategies for improving the technical and expressive aspects of varied works.	c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

Process Component

Present

Enduring Understanding

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Questions

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

Prof.MU:C.Pr6	Acc.MU:C.Pr6	Adv.MU:C.Pr6
a. Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.	a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.	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. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.	b. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.	b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

Process Component

Select

7.1 Enduring Understanding

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

Essential Question

How do individuals choose music to experience?

Prof.MU:C.Re7.1	Acc.MU:C.Re7.1	Adv.MU:C.Re7.1
Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.

Process Component

Analyze

7.2 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

How do individuals choose music to experience?

Prof.MU:C.Re7.2	Acc.MU:C.Re7.2	Adv.MU:C.Re7.2
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 listener.	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 listener.	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 listener.

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Process Component

Interpret

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Prof.MU:C.Re8	Acc.MU:C.Re8	Adv.MU:C.Re8
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.	Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.	Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Process Component

Evaluate

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

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

Prof.MU:C.Re9	Acc.MU:C.Re9	Adv.MU:C.Re9
a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	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.	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 the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	b. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	b. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Process Component

Synthesize

Enduring Understanding

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

Essential Question

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

Prof.MU:C.Cn10	Acc.MU:C.Cn10	Adv.MU:C.Cn10
Connect and demonstrate how personal interests, knowledge, and skills relate to choices and intent when creating, performing, and responding to music.	Synthesize personal interests, knowledge, skills, and contexts and how they relate to choices and intent when creating, performing, and responding to music.	Integrate and interrelate how personal interests, knowledge, skills, contexts, and audience expectations connect to choices and intent when creating, performing, and responding to music.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

Process Component

Relate

Enduring Understanding

Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

Prof.MU:C.Cn11	Acc.MU:C.Cn11	Adv.MU:C.Cn11
Connect and demonstrate the relationships between music and societal, cultural, and historical contexts when creating, performing, and responding.	Synthesize the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.	Integrate and interrelate the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.

Technology

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Process Component

Imagine

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Prof.MU:T.Cr1	Acc.MU:T.Cr1	Adv.MU:T.Cr1
Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and digital resources.	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, digital resources, and digital systems.

Technology

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Process Component

Plan and Make

Enduring Understanding

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

How do musicians make creative decisions?

Prof.MU:T.Cr2	Acc.MU:T.Cr2	Adv.MU:T.Cr2
Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and digital resources.	Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.	Select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Evaluate and Refine

3.1 Enduring Understanding

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

Prof.MU:T.Cr3.1	**Acc.MU:T.Cr3.1**	**Adv.MU:T.Cr3.1**
Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Process Component

Present

3.2 Enduring Understanding

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question

When is creative work ready to share?

Prof.MU:T.Cr3.2	Acc.MU:T.Cr3.2	Adv.MU:T.Cr3.2
Share compositions or improvisations that demonstrate musical and technological craftsmanship, using teacher-provided digital tools and resources in developing and organizing musical ideas.	Share compositions and improvisations that demonstrate musical and technological craftsmanship, using teacher-provided or personally selected digital and analog tools and resources in developing and organizing musical ideas.	Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship, using personally selected digital and analog tools, resources, and systems in developing and organizing musical ideas.

Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Process Component

Select

4.1 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

How do performers select repertoire?

Prof.MU:T.Pr4.1	Acc.MU:T.Pr4.1	Adv.MU:T.Pr4.1
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.	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.	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.

Technology

Process Component

Analyze

4.2 Enduring Understanding

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question

How does understanding the structure and context of musical works inform performance?

Prof.MU:T.Pr4.2	Acc.MU:T.Pr4.2	Adv.MU:T.Pr4.2
Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.	Explain and demonstrate how context, theoretical and structural aspects of the music, and digital media/tools inform and influence prepared and improvised performances.	Examine, evaluate, and critique how context, theoretical and structural aspects of the music, and digital media/tools inform and influence prepared and improvised performances.

Process Component

Interpret

4.3 Enduring Understanding

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

Essential Question

How do performers interpret musical works?

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

Technology

Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

Process Component

Rehearse, Evaluate, and Refine

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

How do musicians improve the quality of their performance?

Prof.MU:T.Pr5	Acc.MU:T.Pr5	Adv.MU:T.Pr5
Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	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.	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.

Technology

Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

Process Component

Present

Enduring Understanding

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Questions

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

Prof.MU:T.Pr6	Acc.MU:T.Pr6	Adv.MU:T.Pr6
a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	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 understanding of the context of music through prepared and improvised performances.	b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.	b. Demonstrate an ability to connect with audience members before performances, and engaging with and responding to them during prepared and improvised performances.

Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

Process Component

Select

7.1 Enduring Understanding

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

Essential Question

How do individuals choose music to experience?

Prof.MU:T.Re7.1	Acc.MU:T.Re7.1	Adv.MU:T.Re7.1
Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	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.	Select, evaluate, 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.

Process Component

Analyze

7.2 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

How do individuals choose music to experience?

Prof.MU:T.Re7.2	Acc.MU:T.Re7.2	Adv.MU:T.Re7.2
Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.	Explain how an analysis of the structure, context, and technological aspects of the music informs the response.	Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions informs interest in and response to the music.

Technology

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Process Component

Interpret

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Prof.MU:T.Re8	Acc.MU:T.Re8	Adv.MU:T.Re8
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.	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.	Examine and 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.

Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Process Component

Evaluate

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

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

Prof.MU:T.Re9	Acc.MU:T.Re9	Adv.MU:T.Re9
Evaluate music using teacher-provided criteria based on analysis, interpretation, digital and electronic features, and personal interests.	Apply teacher-provided or personally developed criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.	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.

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Process Component

Synthesize

Enduring Understanding

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

Essential Question

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

Prof.MU:T.Cn10	**Acc.MU:T.Cn10**	**Adv.MU:T.Cn10**
Connect and demonstrate how personal interests, knowledge, and skills relate to choices and intent when creating, performing, and responding to music.	Synthesize personal interests, knowledge, skills, and contexts and how they relate to choices and intent when creating, performing, and responding to music.	Integrate and interrelate how personal interests, knowledge, skills, contexts, and audience expectations connect to choices and intent when creating, performing, and responding to music.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

Process Component

Relate

Enduring Understanding

Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

Prof.MU:T.Cn11	Acc.MU:T.Cn11	Adv.MU:T.Cn11
Connect and demonstrate the relationships between music and societal, cultural, and historical contexts when creating, performing, and responding.	Synthesize the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.	Integrate and interrelate the connections between music and societal, cultural, and historical contexts when creating, performing, and responding.

Music Glossary

The music terms defined in this section include only those terms that are underlined in the standards. The definitions explain the context or point of view, from the perspective of the artistic discipline, regarding the use of terms within the standards. The definitions included here are not meant to be an exhaustive list or used as curriculum.

The following defined terms are commonly accepted definitions provided by the National Coalition for Core Arts: https://www.nationalartsstandards.org/content/glossary.

AB: 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).

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.

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).

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.

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.

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, societal:** 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.

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

criteria: Guidelines used to judge the quality of a student's performance (See *rubric*).

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.

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.

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.

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.

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.

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).

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

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.

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

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. 1750–ca. 1820), Romantic (ca. 1820–ca. 1900), and Contemporary (ca. 1900–to present).

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

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

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.

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

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

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).

mood: Overall feeling that a section or piece of music conveys.

motive (motif): Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element.

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

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

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

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

notation: Visual representation of musical sounds.

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

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.

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).

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 idea.

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.

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.

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.

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.

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.

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.

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

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.

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.

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

tension and 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*).

theoretical: (See *fundamentals of music theory*).

timbre: Tone color or tone quality that distinguishes one sound source, instrument, or voice from another.

tonality: Tonic or key tone around which a piece of music is centered, such as major or minor.

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.

California Department of Education: March 2020