Oroville Union High School District
Course Description

Course Title:	Music Appreciation
Aeries Course #:	682A
CBEDS #:	2307
Course Length:	One Year
Type of Credit(s):	VAPA
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	Music: An Appreciation, 12th Edition, Roger Kamien, McGraw-Hill, 2018 ISBN# 978-1-259-89270-7
Supplemental Materials:	None
Digital Resources	TeachRock.org

Course Overview

This course explores a wide variety of musical styles, forms, composers, instruments, and performers. Students will acquire the vocabulary, concepts, theory, and history necessary to critique music in an intelligent manner. Students will develop skills in analyzing, listening, performing, and creating music in order to gain an understanding of, and respect for, the role and importance of music in their lives. These skills will aid the students in: responding emotionally and intelligently to a range of music representative of many styles and cultures; understanding the social uses of music and valuing music accordingly; recognizing music as an important marker of its time and culture; developing knowledge, understanding and respect for superlative human musical achievements, and; acquiring an overview of their own musical heritage, including the importance of music in all cultures.

Board Approval Date: 2/13/19

Please attach a copy of all standards that apply to this course.

Music Standards
Approved January 2019

MUSIC – HARMONIZING INSTRUMENTS

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?
Process Component: Imagine

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**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?
Process Component: Plan & Make

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.
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?
Process Component: Evaluate and Refine

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**.

CREATING—Anchor Standard 3: Refine and complete artistic work.
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?
Process Component: Present

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.
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?
Process Component: Select

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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Analyze

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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Interpret

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**) 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.
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?
Process Component: Rehearse, Evaluate, and Refine

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.
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?
Process Component: Present

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
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?
Process Component: Select

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**.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
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?
Process Component: Analyze

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 musical 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
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?
Process Component: Interpret

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**), and (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**), and (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 reference to examples from other art forms.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?
Process Component: Evaluate

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**) effect 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.
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?
Process Component: Synthesize

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.
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?
Process Component: Relate

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.

MUSIC – ENSEMBLES

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?
Process Component: Imagine

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.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?
Process Component: Plan and Make

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.
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?
Process Component: Evaluate and Refine

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**.

CREATING—Anchor Standard 3: Refine and complete artistic work.
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?
Process Component: Present

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.
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?
Process Component: Select

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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Analyze

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, 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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Interpret

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.
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?
Process Component: Rehearse, Evaluate, and Refine

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.
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?
Process Component: Present

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**.
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
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?
Process Component: Select

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**.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
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?
Process Component: Analyze

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
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?
Process Component: Interpret

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
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)?
Process Component: Evaluate

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.
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?
Process Component: Synthesize

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.
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?
Process Component: Relate

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.

MUSIC – COMPOSITION AND THEORY

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?
Process Component: Imagine

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.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?
Process Component: Plan & Make

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**, **rondo**, or **ternary**).	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.
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?
Process Component: Evaluate and Refine

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.

CREATING—Anchor Standard 3: Refine and complete artistic work.
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?
Process Component: Present

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.
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?
Process Component: Select

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, 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, 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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Analyze

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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Interpret

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.
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?
Process Component: Rehearse, Evaluate, and Refine

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**, 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**, 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.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Process Component: Present

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
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?
Process Component: Select

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**.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
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?
Process Component: Analyze

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
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?
Process Component: Interpret

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
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)?
Process Component: Evaluate

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.
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?
Process Component: Synthesize

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.
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?
Process Component: Relate

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**.

MUSIC – TECHNOLOGY

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?
Process Component: Imagine

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**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?
Process Component: Plan & Make

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.
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?
Process Component: Evaluate and Refine

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**.

CREATING—Anchor Standard 3: Refine and complete artistic work.
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?
Process Component: Present

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.
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?
Process Component: Select

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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Analyze

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**.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
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?
Process Component: Interpret

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.

PERFORMING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
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?
Process Component: Rehearse, Evaluate, and Refine

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.

PERFORMING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Process Component: Present

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, and engaging with and **responding** to them during prepared and improvised **performances**.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
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?
Process Component: Select

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.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
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?
Process Component: Analyze

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.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question: How do we discern the musical creators' and performers' expressive intent?
Process Component: Interpret

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, 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
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)?
Process Component: Evaluate

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.
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?
Process Component: Synthesize

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
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?
Process Component: Relate

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**.