





Performing Ensembles


The title "Performing Ensembles" is centered at the top in a white, sans-serif font. Below the title, there are three horizontal, wavy lines in blue, orange, and red, which separate the header from the main white content area.

	Creating	Performing	Responding	Connecting
Novice	<p>1. Generate and Conceptualize Artistic Ideas a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance a. Select repertoire to study/perform based on interest, music reading and performing/technical abilities. b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.</p>	<p>7. Perceive and Analyze Artistic Work a. Identify reasons for selecting music based on characteristics found in the music. b. Identify how the use of repetition, similarities, and contrasts inform the respond to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art a. Identify and discuss the roles and impact music plays in your life and the lives of others. b. Identify reasons for selecting music based on connection to interest, and purpose or context.</p>
	<p>2. Organize and Develop Artistic Ideas and Work a. Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notating in a manner consistent with the genre and with the appropriate skill connected with the level).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation a. Use self-reflection to identify technical challenges in a varied repertoire of music. b. Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>	<p>8. Interpret Intent and Meaning in Artistic Work a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social) and (when appropriate) the setting of the text.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding a. Identify and explain how context (e.g., social, cultural, historical) can inform the expressive intent and meaning of a musical performance. b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p>
	<p>3. Refine and Complete Artistic Work a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. b. 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.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work a. Identify technical accuracy in prepared and improvised performances of a varied repertoire of music. b. Identify expressive qualities in prepared and improvised performances of a varied repertoire of music. c. Demonstrate an awareness of the context of the music through prepared performances.</p>	<p>9. Apply Criteria to Evaluate Artistic Work a. Identify and describe the effect of interest, experiences, analysis, and context on the evaluation of music.</p>	

	Creating	Performing	Responding	Connecting
Intermediate	<p>1. Generate and Conceptualize Artistic Ideas a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance a. Select repertoire to study/perform based on interest, music reading and performing/technical abilities. b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.</p>	<p>7. Perceive and Analyze Artistic Work a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. b. Describe how the elements of music are manipulated, and knowledge of the context inform the response.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art a. Identify and explain the roles and impact music plays in your life and the lives of others. b. Explain reasons for selecting music citing connection to interest, purpose, and context.</p>
	<p>2. Organize and Develop Artistic Ideas and Work a. Develop melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notating in a manner consistent with the genre and with the appropriate skill connected with the level).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation a. Develop strategies to address technical challenges in a varied repertoire of music. b. Use feedback from ensemble peers and other sources to refine performances.</p>	<p>8. Interpret Intent and Meaning in Artistic Work a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding a. Identify and explain how context (e.g., social, cultural, historical) can inform the expressive intent and meaning of a musical performance. b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p>
	<p>3. Refine and Complete Artistic Work a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. b. Share personally developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. c. Demonstrate an awareness of the context of the music through prepared performances</p>	<p>9. Apply Criteria to Evaluate Artistic Work a. Explain the influence of experiences, analysis, and context on interest in and the evaluation of music.</p>	

	Creating	Performing	Responding	Connecting
HS Proficient	<p>1. Generate and Conceptualize Artistic Ideas a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance a. Explain the criteria used in selecting the repertoire to study/perform based on interest, music reading, and performing/technical abilities. b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.</p>	<p>7. Perceive and Analyze Artistic Work a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music. b. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creative, performing, and responding to music. b. Apply criteria to select music for specified purposes, supporting choices citing connections to interest, purpose, and context.</p>
	<p>2. Organize and Develop Artistic Ideas and Work a. Develop melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notating in a manner consistent with the genre and with the appropriate skill connected with the level).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation a. Develop strategies to address technical and expressive challenges in a varied repertoire of music and other sources to refine performances. b. Use feedback from ensemble peers and other sources to refine performances.</p>	<p>8. Interpret Intent and Meaning in Artistic Work a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context and (when appropriate) the setting of the text.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding a. Explain and analyze how context can inform the expressive intent and meaning of a musical performance. b. Explain and analyze how music is affected by your knowledge outside the arts.</p>
	<p>3. Refine and Complete Artistic Work a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. b. Share personally developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. c. Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.</p>	<p>9. Apply Criteria to Evaluate Artistic Work a. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.</p>	

	Creating	Performing	Responding	Connecting
HS Accomplished	<p>1. Generate and Conceptualize Artistic Ideas a. Compose and improvise ideas for arrangements, sections, and short compositions for specified purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance a. Apply previously established criteria used in selecting the repertoire to study/perform based on interest, music reading, and performing technical abilities. b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire of music to study/perform. c. Demonstrate how understanding of the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as your technical ability to connect with the audience.</p>	<p>7. Perceive and Analyze Artistic Work a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. b. Explain how the analysis of the structures and contexts inform the response to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creative, performing, and responding to music. b. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.</p>
	<p>2. Organize and Develop Artistic Ideas and Work 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. b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notating in a manner consistent with the genre and with the appropriate skill connected with the level).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. b. Use feedback from ensemble peers and other sources to refine performances and develop effective rehearsal strategies.</p>	<p>8. Interpret Intent and Meaning in Artistic Work a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding a. Analyze how context can inform the expressive intent and meaning of a musical performance. b. Analyze how music is affected by your knowledge outside the arts.</p>
	<p>3. Refine and Complete Artistic Work a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address the identified purposes. b. Share personally-developed melodies, rhythmic passages, and arrangements individually or as an ensemble, that address identified purposes.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work a. Demonstrate mastery of the technical demands of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. b. Demonstrate 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. c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.</p>	<p>9. Apply Criteria to Evaluate Artistic Work a. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including the analysis and interpretation of the structure and context.</p>	

	Creating	Performing	Responding	Connecting
HS Advanced	<p>1. Generate and Conceptualize Artistic Ideas a. Compose and improvise musical ideas for a variety of purposes and contexts.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance a. 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. b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire of music to study/perform. c. Demonstrate how understanding of the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as your technical ability to connect with the audience.</p>	<p>7. Perceive and Analyze Artistic Work a. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music. b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creative, performing, and responding to music. b. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</p>
	<p>2. Organize and Develop Artistic Ideas and Work a. Select and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notating in a manner consistent with the genre and with the appropriate skill connected with the level).</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. b. Use feedback from ensemble peers and other sources to refine performances and strengthen effective rehearsal strategies.</p>	<p>8. Interpret Intent and Meaning in Artistic Work a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding a. Justify how context can inform the expressive intent and meaning of a musical performance. b. Analyze how music and other art forms involve and are affected by your knowledge outside the arts.</p>
	<p>3. Refine and Complete Artistic Work a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. b. Share personally-developed arrangements, sections, and short compositions individually or as an ensemble that address identified purposes.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work a. Demonstrate an understanding and mastery of the technical demands 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 understanding and mastery of the 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. c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.</p>	<p>9. Apply Criteria to Evaluate Artistic Work a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p>	

Foundational Skills: Creating

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 1-3. The italicized foundational skill denotes skills that are the same as the previous level.

	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Improvisation	Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.	<i>Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.</i>	Perform, use standard notation, and audio record improvisation that is a minimum of 8 measures.	Perform, use standard notation, and audio record improvisation that is a minimum of 12 measures.	Perform, use standard notation, and audio record improvisation that is a minimum of 24 measures.
	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	<i>Describe how the changing elements of music can affect the style of music.</i>	Perform simple improvised melodies within an appropriate harmonic structure.	Perform, with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.	Perform, with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.
	<i>Where new concepts are introduced in these standards with no explicit preparation at the earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed.</i>			Perform melodic and rhythmic improvised accompaniments.	<i>Perform melodic and rhythmic improvised accompaniments.</i>
Composition	Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.	<i>Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.</i>	Use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument or others.	Use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble.	Use standard notation and audio record composition that is a minimum of 16 measures and is written for duet, small or large ensemble, or solo with accompaniment.
	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	<i>Describe how the changing elements of music can affect the style of the music.</i>	Explain and demonstrate how compositional choices (e.g., musical elements within a given song) effect the song.	<i>Explain and demonstrate how compositional choices (e.g., musical elements within a given song) effect the song.</i>	<i>Explain and demonstrate how compositional choices (e.g., musical elements within a given song) effect the song.</i>
	Replace or change some of the note values and/or pitches in composing a variation of a theme.	<i>Replace or change some of the note values and/or pitches in composing a variation of a theme.</i>	Arrange short sections of a song using standard notation and a variety of musical elements.	<i>Arrange short sections of a song using standard notation and a variety of musical elements.</i>	Arrange or transcribe a musical work for small or large ensemble, or solo with accompaniment.
	Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).	<i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i>	<i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i>	<i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i>	<i>Use technology and multimedia to enhance knowledge and appreciation of composing and arranging music (e.g., composing and sequencing software).</i>

Foundational Skills: Performing

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Rigor increases as skills are applied to a leveled progression of repertoire.

	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Application to Instrument (AI)	Maintain a steady beat, with auditory assistance, while playing, individually and with others, the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meter.	Maintain a steady beat, with auditory assistance, while playing, individually and with others, sixteenth note and rest values, corresponding dotted notes, and elementary syncopation in simple meters.	Maintain a steady beat, with visual assistance, while playing, individually and with others, note and rest values in simple and complex meters as encountered in the repertoire.	Maintain a steady beat, without eternal assistance, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.	Maintain a steady beat, recognizing the macro and micro beat, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.
	Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names).	<i>Utilize musical symbols encountered in the repertoire.</i>	<i>Utilize musical symbols encountered in the repertoire.</i>	<i>Utilize musical symbols encountered in the repertoire.</i>	<i>Utilize musical symbols encountered in the repertoire.</i>
	Perform fluently with key signature and accidental encountered in the repertoire.	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>
	Perform independent parts while others play contrasting parts (e.g., level .5-1).	Perform independent parts while others play contrasting parts (e.g., level 1-2).	Perform independent parts while others play contrasting parts (e.g., level 2-3).	Perform independent parts while others play contrasting parts (e.g., level 3-5).	Perform independent parts while others play contrasting parts (e.g., level 5-6).
	Respond to basic conducting cues (e.g., tempo, dynamics).	<i>Respond to basic conducting cues (e.g., tempo, dynamics).</i>	Respond to basic conducting cues (e.g., phrasing, expression).	Respond to basic conducting cues (e.g., multi-meter).	Conduct an ensemble with appropriate gestures, tempo, expression, and cuing.
	Perform scales, intervals, and arpeggios in the repertoire.	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>	<i>Perform scales, intervals, and arpeggios in the repertoire.</i>
	Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>
	Utilize basic characteristic tone.	Utilize basic characteristic tone with greater stability.	<i>Utilize basic characteristic tone with greater stability.</i>	<i>Utilize basic characteristic tone with greater stability.</i>	Perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound.
	Utilize proper technique (e.g., embouchure, hand position, posture, and breath).	<i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>	<i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>	<i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>	<i>Utilize proper technique (e.g., embouchure, hand position, posture, and breath).</i>
	Perform with awareness of intonation and ensemble.	Perform with awareness of intonation, ensemble, balance, and blend.	Perform with emerging accurate intonation, balance, and blend in support of the ensemble.	Perform with accurate intonation, balance, and blend in support of the ensemble.	<i>Perform with accurate intonation, balance, and blend in support of the ensemble.</i>
	Tune with teacher assistance.	Tune with teacher guidance.	Tune instrument to a given pitch and adjust to match pitch. Develop awareness of tuning to self and other voices or instruments.	Tune instrument a given pitch and adjust to match pitch. Demonstrate a consistent ability to tune to self and other voices or instruments.	Tune to chords with an understanding for the importance of their pitch within the chord structure.
	Perform literature from memory.	<i>Perform literature from memory.</i>	<i>Perform literature from memory.</i>	<i>Perform literature from memory.</i>	<i>Perform literature from memory.</i>
Demonstrate proper care, assembly (if applicable), and maintenance of instrument.	<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>	<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>	<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>	<i>Demonstrate proper care, assembly (if applicable), and maintenance of instrument.</i>	

Foundational Skills: Performing

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	Identify and describe ...	Identify and describe ...	Identify, describe, and explain ...	Identify, describe, explain, and analyze ...	Identify, describe, explain, analyze, and interpret ...
Perform - Reflect on Understanding (PRU)	Musical symbols encountered in repertoire (e.g., fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth).	<i>Musical symbols encountered in repertoire.</i>	<i>Musical symbols encountered in repertoire.</i>	<i>Musical symbols encountered in repertoire.</i>	<i>Musical symbols encountered in repertoire.</i>
	Steps and skips.	<i>Steps and skips.</i>	Intervals and chord structures.	<i>Intervals and chord structures.</i>	<i>Intervals and chord structures.</i>
	Key and time signatures.	<i>Key and time signatures.</i>	Function of key and time signatures.	<i>Function of key and time signatures.</i>	<i>Function of key and time signatures.</i>
	Simple musical forms and characteristics.	<i>Simple musical forms and characteristics.</i>	<i>Simple musical forms and characteristics.</i>	<i>Simple musical forms and characteristics.</i>	Synthesize characteristics of musical structure into performance practice.
	Sounds of the instrument/voices specific to their ensemble.	<i>Sounds of the instrument/voices specific to their ensemble.</i>	<i>Sounds of the instrument/voices specific to their ensemble.</i>	<i>Sounds of the instrument/voices specific to their ensemble.</i>	<i>Sounds of the instrument/voices specific to their ensemble.</i>
	Elements of music (e.g., rhythm, melody)	<i>Elements of music.</i>	<i>Elements of music.</i>	<i>Elements of music.</i>	<i>Elements of music.</i>
	Student's role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble.	<i>Student's role within their ensemble.</i>	<i>Student's role within their ensemble.</i>	<i>Student's role within their ensemble.</i>	<i>Student's role within their ensemble.</i>
	Relationships between mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths, patterns).	Relationships between mathematics as it occurs in the repertoire (e.g., integer frequency, relationships in overtones in chords).	<i>Relationships between mathematics as it occurs in the repertoire (e.g., integer frequency, relationships in overtones in chords).</i>	Relationships between mathematics as it occurs in the repertoire (e.g., equal temperament, Pythagorean comma).	Relationships between mathematics as it occurs in the repertoire (e.g., Fibonacci series and golden mean as controlling perception of musical structure).
	One's own physical mechanics and skill level essential to playing/singing within the repertoire.	<i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>	<i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>	<i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>	<i>One's own physical mechanics and skill level essential to playing/singing within the repertoire.</i>
	Adjusting to the acoustic properties and the effect on the performers and the performance space.	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>

Foundational Skills: Responding

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 7-9. The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Respond – Reflect on Understanding (RRU)	How changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music.	How music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another).	The compositional and stylistic elements that differentiate various musical genres.	<i>The compositional and stylistic elements that differentiate various musical genres.</i>	The compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others.
	Musical characteristics that make a piece of music appropriate for a specific event or function.	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>
	Student preference for specific musical works and styles.	<i>Student preference for specific musical works and styles.</i>	Special characteristics that make a piece of music appropriate for a specific event or function.	<i>Special characteristics that make a piece of music appropriate for a specific event or function.</i>	Defend their preference for specific musical works or styles using specific musical characteristics.
	Select elements of music.	Elements of music most prominent repertoire.	<i>Elements of music most prominent repertoire.</i>	<i>Elements of music most prominent repertoire.</i>	<i>Elements of music most prominent repertoire.</i>
	How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>
	Use appropriate terminology to describe and explain music.	<i>Use appropriate terminology to describe and explain music.</i>	<i>Use appropriate terminology to describe and explain music.</i>	<i>Use appropriate terminology to describe and explain music.</i>	<i>Use appropriate terminology to describe and explain music.</i>
	Use teacher specified criteria to evaluate a musical performance.	Use teacher or student specified criteria to evaluate a musical performance.	Use student specified criteria to evaluate a musical performance.	Musical experiences orally and in writing with appropriate critique and terminology.	<i>Musical experiences orally and in writing with appropriate critique and terminology.</i>
	Show respect for personal work and the work of others through appropriate critique.	<i>Show respect for personal work and the work of others through appropriate critique.</i>	<i>Show respect for personal work and the work of others through appropriate critique.</i>	<i>Show respect for personal work and the work of others through appropriate critique.</i>	<i>Show respect for personal work and the work of others through appropriate critique.</i>
	Evaluate the effect of audience and performers' behavior on the performance.	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>

Foundational Skills: Connecting

The specific guidelines that the teacher provides for connecting and social/historical context should include the foundational skills below in support of meeting Anchor Standards 10-11.

The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Connect – Reflect on Understanding (CRU)	Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.	<i>Identify the context in which the composer wrote the piece being performed.</i>	Describe the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.	<i>Describe the context in which the composer wrote the piece being performed.</i>	<i>Describe the context in which the composer wrote the piece being performed.</i>
	Recognize composers' motivations for creating the music being performed by the students.	<i>Recognize composers' motivations for creating the music being performed by the students.</i>	Recognize composers' motivations for creating the music being performed by the students.	<i>Recognize composers' motivations for creating the music being performed by the students.</i>	<i>Recognize composers' motivations for creating the music being performed by the students.</i>
			Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	<i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>	<i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>
	Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.	<i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i>	Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.	<i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i>	<i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i>
	Understand the connections between music and other content areas as encountered in the repertoire, including text settings.	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>	Understand the connections between music and other content areas as encountered in the repertoire, including text settings.	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>
	Identify their preference for specific musical works and styles.	<i>Identify their preference for specific musical works and styles.</i>	Distinguish specific musical characteristics that influence their preference for specific musical works and styles.	<i>Distinguish specific musical characteristics that influence their preference for specific musical works and styles.</i>	Distinguish musical preferences from music and peer group judgements.
	Elements of music.	Elements of music in repertoire.	Distinguish musical preferences from music and cultural judgements (e.g., I like because ____, It is good because ____, It is important because ____).	Distinguish musical preferences from music and peer group judgements.	<i>Distinguish musical preferences from music and peer group judgements.</i>
	Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.	<i>Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>	Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.	<i>Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>	Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.
	Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>	Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>