

Traditional and Emerging Ensembles

The overarching goal of the course of study for traditional and emerging ensembles is comprehensive music literacy. The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the four Artistic Processes of Creating, Performing, Responding, and Connecting. These are the processes that musicians have followed for generations, as they connect through music to self and society. The Novice level is roughly equivalent to fifth/sixth grade or first years of study, moving toward the Intermediate level, roughly equivalent to eighth grade. The Proficient level is approximately equivalent to one year of high school. The Accomplished level is equivalent to multiple years of high school study, and the Advanced level is equivalent to college-level, honors, or AP study. These grade level correlations serve as guides for student progression.

Traditional and Emerging Ensembles Novice

The Novice level ensemble is designed for the beginning music student, regardless of grade. The classroom environment, therefore, challenges and supports the varied needs of students of different ages. Throughout the four Artistic Processes, students will develop characteristic tone employing the following musical concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or texts studied in rehearsal.
2. Select and draft melodic and rhythmic ideas or motives that demonstrate understanding of the characteristics of music or texts studied in rehearsal.

Plan and Make

3. Preserve draft compositions and improvisations through standard notation and audio recording with guidance.

Evaluate and Refine

4. Evaluate and refine draft compositions and improvisational skills based on knowledge and teacher-provided criteria.

Present

5. 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.

PERFORMING

Present

6. 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.

Analyze

7. Demonstrate how knowledge of formal aspects in musical works informs prepared or improvised performances.

Interpret

8. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Rehearse, Evaluate, and Refine

9. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Present

10. Demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

11. Demonstrate an awareness of the context of the music through prepared and improvised performances.

RESPONDING

Select

12. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Analyze

13. Identify how knowledge of context and the use of similarities and contrasts impact responses to music.

Interpret

14. 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.

Evaluate

15. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Traditional and Emerging Ensembles

Intermediate

The Intermediate level ensemble is designed for students with at least one year of experience, regardless of grade. The classroom environment, therefore, challenges and supports the varied needs of students of different ages. Students display a wide range of intellectual and emotional development and expand their abilities to create a characteristic tone and produce a wider range of dynamics and musical expression. As these students mature emotionally and musically, they exhibit a higher level of confidence in their musical abilities and performance skills. Throughout the four Artistic Processes, students will perform (singing and playing instruments), create, read/write, and listen/respond/evaluate employing the following concepts: timbre, rhythm, melody, harmony, form and expression. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Compose and improvise ideas for melodies and rhythmic passages based on characteristics of music or texts studied in rehearsal.
2. Select and draft melodies and rhythmic passages that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Plan and Make

3. Preserve draft compositions and improvisations through standard notation and audio recording with limited guidance.

Evaluate and Refine

4. Evaluate and refine draft compositions and improvisational skills based on knowledge, skill, and collaboratively-developed criteria.

Present

5. Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

PERFORMING

Select

6. 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.

Analyze

7. Demonstrate how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

Interpret

8. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

Rehearse, Evaluate, and Refine

9. Develop strategies to address technical challenges in music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Present

10. Demonstrate attention to technical accuracy and expressive qualities of music representing diverse cultures and styles.
11. Demonstrate an understanding of the context of the music through prepared and improvised performances.

RESPONDING

Select

12. Explain reasons for selecting music, citing characteristics found in the music and connections to interest, purpose, and context.

Analyze

13. Describe how understanding context and the way the elements of music are manipulated inform responses to music.

Interpret

14. 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.

Evaluate

15. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Traditional and Emerging Ensembles

Proficient

The Proficient level ensemble is designed for students with experience equivalent to one year of high school study, regardless of grade. The level of artistry increases with student experience. Students meet new challenges by applying prior knowledge and continuing to develop fundamental skills, including characteristic tone. Throughout the four Artistic Processes, students will perform (singing and playing instruments), create, read/write, and listen/respond/evaluate while employing the following concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Compose and improvise melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods studied in rehearsal.

Plan and Make

2. Select and draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal.
3. Preserve draft compositions and improvisations through standard notation and audio recording.

Evaluate and Refine

4. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisational skills based on established criteria.

Present

5. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

PERFORMING

Select

6. Explain the criteria used to select a varied repertoire of music 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.

Analyze

7. Demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal.

Interpret

8. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Rehearse, Evaluate, and Refine

9. 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.

Present

10. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

RESPONDING

Select

11. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Analyze

12. Explain how the analysis of passages and understanding the way elements of music are manipulated inform responses to music.

Interpret

13. Explain and support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

Evaluate

14. Evaluate works and performances based on personally-developed or collaboratively-developed criteria, including analysis of the structure and context.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Traditional and Emerging Ensemble

Accomplished

The Accomplished level ensemble is designed for students with experience equivalent to multiple years of high school study, regardless of grade. This level is designed to extend students' technical skills and artistry and to provide students with a deeper understanding and appreciation of the study of music. Throughout the four Artistic Processes, students will perform (singing and playing instruments), create, read/write, and listen/respond/evaluate while employing the following concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of music from a variety of cultures studied in rehearsal.

Plan and Make

2. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal.
3. Preserve draft compositions and improvisations through standard notation, audio, or video recording.

Evaluate and Refine

4. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

Present

5. Share personally-developed arrangements, sections, and short compositions, individually or as an ensemble, that address identified purposes.

PERFORMING

Select

6. 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

Analyze

7. 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.

Interpret

8. 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.

Rehearse, Evaluate, and Refine

9. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

Present

10. 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.
11. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

RESPONDING

Select

12. Apply criteria to select music for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.

Analyze

13. Explain how the analysis of structures and contexts inform the response to music.

Interpret

14. 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 research sources.

Evaluate

15. Evaluate works and performances based on research as well as personally-developed and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Traditional and Emerging Ensembles

Advanced

The Advanced level ensemble is designed for students with experience equivalent to college-level, honors, or AP study, regardless of grade. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Throughout the four Artistic Processes, students will perform (singing and playing instruments), create, read/write, and listen/respond/evaluate while employing the following concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Compose and improvise musical ideas for a variety of purposes and contexts.

Plan and Make

2. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
3. Preserve draft musical works through standard notation, audio, or video recording.

Evaluate and Refine

4. Evaluate and refine varied draft musical works based on appropriate criteria.

Present

5. Share varied, personally-developed musical works, individually or as an ensemble, that address identified purposes and contexts.

PERFORMING

Select

6. 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.

Analyze

7. Examine, evaluate, and critique how the structure and context impact and inform prepared and improvised performances.

Interpret

8. 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.

Rehearse, Evaluate, and Refine

9. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Present

10. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire in multiple types of ensembles.
11. Demonstrate an ability to connect with audience members through prepared and improvised performances.

RESPONDING

Select

12. 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.

Analyze

13. Demonstrate and justify how the analysis of structures, contexts, and performance decisions informs responses to music.

Interpret

14. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Evaluate

15. Develop and justify evaluations of music, concert programming, and performances based on criteria, personal decision-making, research, and understanding of contexts.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Harmonizing Instruments

Harmonizing instruments, such as guitars, ukuleles, and keyboards, are capable of producing harmonies as well as melodies, and are often used to provide chordal accompaniments for melodies and songs. The overarching goal of the course of study for harmonizing instruments is comprehensive music literacy. The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the four Artistic Processes of Creating, Performing, Responding, and Connecting. These are the processes that musicians have followed for generations, as they connect through music to self and society. The Novice level is roughly equivalent to fifth/sixth grade or first years of study, moving toward the Intermediate level, roughly equivalent to eighth grade. The Proficient level is approximately equivalent to one year of high school. The Accomplished level is equivalent to multiple years of high school study, and the Advanced level is equivalent to college-level, honors, or AP study. These grade level correlations serve as guides for student progression.

Harmonizing Instruments Novice

The Novice level of harmonizing instruments is designed for the beginning music student, regardless of grade. The classroom environment, therefore, challenges and supports the varied needs of students of different ages. Throughout the four Artistic Processes, students will develop characteristic tone employing the following musical concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.
Example: Create chordal accompaniments for "Mary Had a Little Lamb."

Plan and Make

2. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two phrase) and chordal accompaniments for given melodies.

Evaluate and Refine

3. Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Present

4. Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

PERFORMING

Select

5. Describe and demonstrate how a varied repertoire of music that includes melodies, chordal accompaniments, and repertoire pieces is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

Analyze

6. Identify prominent melodic and harmonic characteristics in a varied repertoire of music selected for performance, including some based on reading standard notation.

Interpret

7. Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance.

Rehearse, Evaluate, and Refine

8. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, chordal accompaniments, and repertoire pieces selected for performance, and apply practice strategies to address performance challenges and refine the performances.

Present

9. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, chordal accompaniments, and repertoire pieces, demonstrating understanding of the audience and the context.

RESPONDING

Select

10. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.

Analyze

11. Demonstrate and explain, citing evidence, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Interpret

12. 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.

Evaluate

13. Identify and describe how interest, experiences, and contexts (personal or social) affect the evaluation of music.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Harmonizing Instruments

Intermediate

The Intermediate level of harmonizing instruments is designed for students with at least one year of experience, regardless of grade. The classroom environment, therefore, challenges and supports the varied needs of students of different ages. Students display a wide range of intellectual and emotional development and expand their abilities to create a characteristic tone and produce a wider range of dynamics and musical expression. As these students mature emotionally and musically, they exhibit a higher level of confidence in their musical abilities and performance skills. Throughout the four Artistic Processes, students will perform, create, read/write, and listen/respond/evaluate employing the following concepts: timbre, rhythm, melody, harmony, form and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two- and three-chord accompaniments for given melodies.

Plan and Make

2. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas to draft simple melodies (created over specified chord progressions or AB/ABA forms) and two- and three-chord accompaniments for given melodies.

Refine and Evaluate

3. Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two- and three-chord accompaniments for given melodies.

Present

4. Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two- and to three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

PERFORMING

Select

5. Describe and demonstrate how a varied repertoire of music is selected based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

Analyze

6. Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, chordal accompaniments, and repertoire pieces selected for performance, including some based on reading standard notation.

Interpret

7. Demonstrate and describe interpretations and understandings of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, chordal accompaniments, and repertoire pieces.

Rehearse, Evaluate, and Refine

8. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, chordal accompaniments, and repertoire pieces selected for performance, and identify practice strategies to address performance challenges and refine the performances.

Present

9. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, chordal accompaniments, and repertoire pieces, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

RESPONDING

Select

10. Explain reasons for selecting music, citing characteristics found in the music and connections to interest, purpose, and context.

Analyze

11. Describe how the ways that elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

Interpret

12. Identify 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.

Evaluate

13. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Harmonizing Instruments

Proficient

The Proficient level of harmonizing instruments is designed for students with experience equivalent to one year of high school study, regardless of grade. The level of artistry increases with student experience. Students meet new challenges by applying prior knowledge and continuing to develop fundamental skills, including characteristic tone. Throughout the four Artistic Processes, students will perform, create, read/write, and listen/respond/evaluate while employing the following concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Generate melodic, rhythmic, and harmonic ideas for compositions (using forms such as theme and variation or 12-bar blues), improvisations, and three-or-more-chord accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns).

Plan and Make

2. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas to draft simple melodies (using forms such as theme and variation or 12-bar blues), improvisations, and three-or-more-chord accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns).

Evaluate and Refine

3. Develop and apply criteria to critique, improve, and refine drafts of compositions (using forms such as theme and variation or 12-bar blues), improvisations, and three-or-more-chord accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns).

Present

4. Perform final versions of compositions (using forms such as theme and variation or 12-bar blues), improvisations, and three-or-more-chord accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

PERFORMING

Select

5. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that includes melodies, improvisations, repertoire pieces, and chordal accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns).

Analyze

6. Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, improvisations, repertoire pieces, and chordal accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns).

Interpret

7. 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, repertoire pieces, and chordal accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns).

Rehearse, Evaluate, and Refine

8. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, improvisations, repertoire pieces, and chordal accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

Present

9. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, improvisations, repertoire pieces, and chordal accompaniments in a variety of patterns (such as *arpeggio*, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

RESPONDING

Select

10. Apply criteria to select music for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.

Analyze

11. Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

Interpret

12. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), the setting of the text (when appropriate), and outside sources.

Evaluate

13. Develop and apply teacher-provided criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Harmonizing Instruments

Accomplished

The Accomplished level of harmonizing instruments is designed for students with experience equivalent to multiple years of high school study, regardless of grade. This level is designed to extend students' technical skills and artistry and to provide students with a deeper understanding and appreciation of the study of music. Throughout the four Artistic Processes, students will perform, create, read/write, and listen/respond/evaluate while employing the following concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.

Plan and Make

2. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.

Evaluate and Refine

3. Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.

Present

4. Perform final versions of compositions (forms such as rounded binary or rondo), 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.

PERFORMING

Select

5. Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that includes melodies, improvisations, repertoire pieces, and chordal accompaniments in a variety of styles

Analyze

6. Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

Interpret

7. Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

Rehearse, Evaluate, and Refine

8. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

Present

9. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

RESPONDING

Select

10. Apply criteria to select music for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.

Analyze

11. Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections informs the response.

Interpret

12. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.

Evaluate

13. 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 for listening.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.

Harmonizing Instruments

Advanced

The Advanced level of harmonizing instruments is designed for students with experience equivalent to college-level, honors, or AP study, regardless of grade. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Throughout the four Artistic Processes, students will perform, create, read/write, and listen/respond/evaluate while employing the following concepts: timbre, rhythm, melody, harmony, form, and expression. The skill of connecting is embedded throughout all standards and grade levels. Refer to Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. 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.

Plan and Make

2. 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.

Evaluate and Refine

3. 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.

Present

4. 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

Select

5. Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Analyze

6. 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, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Interpret

7. Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Rehearse, Evaluate, and Refine

8. Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

Present

9. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, 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

Select

10. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.

Analyze

11. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

Interpret

12. Establish and justify 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.

Evaluate

13. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.