

2024 Advanced Music Learning Standards

Creating

1. Improvise over chord progressions and symbols in a variety of styles (blues, jazz, world music).
2. Compose an original work or arrange a pre-existing work in a variety of meters, including compound meters, for a variety of performing ensembles using standard and iconic notation.
3. Compose an original work or arrange a pre-existing work in multiple tonalities for a variety of performing ensembles using written and digital, standard and iconic notation.

Performing

1. Perform or present a rhythm example for a performance group.
2. Perform or present a melodic example for a performance group.
3. Incorporate technology and media arts in creating, composing, arranging, promoting, and distributing music.
4. Defend the purpose of tuning instruments.
5. Defend the composer's choices for the elements of music using a varied repertoire of vocal performances.

Responding

1. Research composers, their lives, and the impact they had on society.
2. Design an instrument based on knowledge of instruments from different historical periods and various cultures.
3. Develop and apply criteria for evaluating the quality and effectiveness of musical performances and compositions based on an understanding of the elements of music.
4. Evaluate a music composition, demonstrating an understanding of music styles and form.
5. Apply assessment practices to select, organize, and present personal works to show growth and development in music.
6. Follow and respond to advanced/complex cues of a conductor.
7. Analyze why culture, environment, values, and personal experiences impact individual responses to music.
8. Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto).

Connecting

1. Plan the mood and meaning needed in a music piece and find an appropriate example for a social event.
2. Defend and advocate for a personal preference in musical performance using criteria based on the elements of music.

3. Explain how the roles of creators, performers, and others involved in the production and presentation of each of the arts are similar and different.
4. Defend a personal philosophy about the purpose and value of music.
5. Select personal music experiences that represent well-developed skills, abilities, and accomplishments (for a portfolio, college audition, studio work).
6. Interpret copyright law and discover how someone can protect their compositions once the individual has composed or created their work.
7. Analyze music works from various cultures, identifying the unique features of expressive content, and determine how these characteristics contribute to performance style.