

Music - Composition and Theory Strand			
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(s): How do musicians generate creative ideas?		
	HS Proficient	HS Accomplished	HS Advanced
Imagine	MU:Cr1.1.C.Ia Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, <b>moods</b> , visual images, and/or <b>storylines</b> .	MU:Cr1.1.C.IIa Describe <i>and demonstrate</i> how sounds and <b>musical ideas</b> can be used to represent <b>sonic events</b> , <i>memories</i> , visual images, <i>concepts</i> , <i>texts</i> , or <b>storylines</b> .	MU:Cr1.1.C.IIIa Describe and demonstrate <i>multiple ways in which</i> sounds and <b>musical ideas</b> can be used to represent <i>extended sonic experiences</i> or <i>abstract ideas</i> .
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(s): How do musicians make creative decisions?		
	HS Proficient	HS Accomplished	HS Advanced
Plan and Make	MU:Cr2.1.C.Ia Assemble and organize sounds or short <b>musical ideas</b> to create initial <b>expressions</b> of selected experiences, <b>moods</b> , images, or <b>storylines</b> .	MU:Cr2.1.C.IIa Assemble and organize multiple sounds or <b>musical ideas</b> to create initial expressive statements of selected <b>sonic events</b> , <i>memories</i> , images, <i>concepts</i> , <i>texts</i> , or <b>storylines</b> .	MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended <b>musical ideas</b> to create initial expressive statements of selected <i>extended sonic experiences</i> or <i>abstract ideas</i> .
	MU:Cr2.1.C.Ib Identify and describe the development of sounds or short <b>musical ideas</b> in drafts of music within <b>simple forms</b> (such as <b>one-part</b> , <b>cyclical</b> , or <b>binary</b> ).	MU:Cr2.1.C.IIb Describe and explain the development of sounds and <b>musical ideas</b> in drafts of music within a variety of <b>simple</b> or <b>moderately complex forms</b> (such as <b>binary</b> , <b>rondo</b> , or <b>ternary</b> ).	MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and extended <b>musical ideas</b> in drafts of music within a <i>variety of moderately complex</i> or <i>complex forms</i> .
Evaluate and Refine	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?		
	HS Proficient	HS Accomplished	HS Advanced
Present	MU:Cr3.1.C.Ia Identify, describe, and apply <b>teacher-provided criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.	MU:Cr3.1.C.IIa Identify, describe, and apply <i>selected teacher-provided or personally-developed criteria</i> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.	MU:Cr3.1.C.IIIa <i>Research</i> , identify, <i>explain</i> , and apply <b>personally-developed criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.
	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?		
Present	HS Proficient	HS Accomplished	HS Advanced
	MU:Cr3.2.C.Ia <b>Share</b> music through the use of notation, <b>performance</b> , or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b> .	MU:Cr3.2.C.IIa <b>Share</b> music through the use of notation, <i>solo or group performance</i> , or technology, and demonstrate <i>and describe</i> how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b> .	MU:Cr3.2.C.IIIa <b>Share</b> music through the use of notation, solo or group <b>performance</b> , or technology, and demonstrate <i>and explain</i> how the <b>elements of music</b> , <b>compositional techniques</b> and <i>processes</i> have been employed to realize <b>expressive intent</b> .
	MU:Cr3.2.C.Ib Describe the given <b>context</b> and performance medium for presenting personal works, and how they impact the final <b>composition</b> and presentation.	MU:Cr3.2.C.IIb Describe the <i>selected contexts</i> and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final <b>composition</b> and presentation.	MU:Cr3.2.C.IIIb Describe a <i>variety of possible contexts</i> and <i>mediums</i> for presenting personal works, and <i>explain and compare how each could impact the success of</i> the final <b>composition</b> and presentation.

Music - Composition and Theory Strand					
PERFORMING	<p><b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b>  <b>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.</b>  <b>Essential Question(s): How do performers select repertoire?</b></p>				
	HS Proficient		HS Accomplished		HS Advanced
Select	MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or <b>sections in musical works</b> that express a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part, cyclical, binary</b> ).	MU:Pr4.1.C.IIa Identify and select specific passages, <b>sections, or movements in musical works</b> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines in simple forms</b> (such as <b>binary, ternary, rondo</b> ) or <b>moderately complex forms</b> .	MU:Pr4.1.C.IIIa Identify and select specific <b>sections, movements, or entire works</b> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines in moderately complex or complex forms</b> .		Select
	<p><b>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</b>  <b>Essential Question(s): How does understanding the structure and context of musical works inform performance?</b></p>				
	HS Proficient		HS Accomplished		HS Advanced
Analyze	MU:Pr4.2.C.Ia <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to <b>style</b> and <b>mood</b> , and explain the implications for rehearsal or <b>performance</b> .	MU:Pr4.2.C.IIa <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to the <b>style, function, and context</b> , and explain the implications for rehearsal <b>and performance</b> .	MU:Pr4.2.C.IIIa <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ), and <b>compositional techniques</b> of selected works relate to the <b>style, function, and context</b> , and explain <b>and support</b> the <b>analysis</b> and its implications for rehearsal and <b>performance</b> .		Analyze
	<p><b>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</b>  <b>Essential Question(s): How do performers interpret musical works?</b></p>				
	HS Proficient		HS Accomplished		HS Advanced
Interpret	MU:Pr4.3.C.Ia Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music, style, and mood</b> , explaining how the interpretive choices reflect the creators' <b>intent</b> .	MU:Pr4.3.C.IIa Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music, style, mood, function, and context</b> , explaining and <b>supporting</b> how the interpretive choices reflect the creators' <b>intent</b> .	MU:Pr4.3.C.IIIa Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques, style, function, and context</b> , explaining and <b>justifying</b> how the interpretive choices reflect the creators' <b>intent</b> .		Interpret
PERFORMING	<p><b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b>  <b>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.</b>  <b>Essential Question(s): How do musicians improve the quality of their performance?</b></p>				
	HS Proficient		HS Accomplished		HS Advanced
Rehearse, Evaluate and Refine	MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the <b>form</b> .	MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the <b>form</b> , repetition and variation within the form, and the <b>style and historical or cultural context</b> of the work.	MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the <b>form</b> , repetition and variation within the form, <b>compositional techniques</b> , and the <b>style and historical or cultural context</b> of the work.		Rehearse, Evaluate and Refine
	MU:Pr5.1.C.Ib Using <b>established criteria</b> and feedback, identify the way(s) in which <b>performances</b> convey the <b>elements of music, style, and mood</b> .	MU:Pr5.1.C.IIb Using <b>established criteria</b> and feedback, identify the ways in which performances convey the <b>formal design, style, and historical/cultural context</b> of the works.	MU:Pr5.1.C.IIIb Using <b>established criteria</b> and feedback, identify the ways in which performances use <b>compositional techniques</b> and convey the <b>formal design, style, and historical/cultural context</b> of the works.		
	MU:Pr5.1.C.Ic Identify and implement strategies for improving the <b>technical and expressive aspects</b> of multiple works.	MU:Pr5.1.C.IIc Identify and implement strategies for improving the <b>technical and expressive aspects</b> of <b>varied</b> works.	MU:Pr5.1.C.IIIc Identify, <b>compare</b> , and implement strategies for improving the <b>technical and expressive aspects</b> of multiple <b>contrasting</b> works.		
PERFORMING	<p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b>  <b>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</b>  <b>Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</b></p>				
	HS Proficient		HS Accomplished		HS Advanced
Present	MU:Pr6.1.C.Ia Share live or recorded <b>performances</b> of works (both personal and others'), and explain how the <b>elements of music</b> are used to convey <b>intent</b> .	MU:Pr6.1.C.IIa Share live or recorded <b>performances</b> of works (both personal and others'), and explain how the <b>elements of music and compositional techniques</b> are used to convey <b>intent</b> .	MU:Pr6.1.C.IIIa Share live or recorded <b>performances</b> of works (both personal and others'), and explain <b>and/or demonstrate understanding of</b> how the <b>expressive intent</b> of the music is conveyed.		Present
	MU:Pr6.1.C.Ib Identify how <b>compositions</b> are appropriate for an audience or <b>context</b> , and how this will shape future compositions.	MU:Pr6.1.C.IIb <b>Explain</b> how <b>compositions</b> are appropriate for <b>both audience and context</b> , and how this will shape future compositions.	MU:Pr6.1.C.IIIb <b>Explain</b> how <b>compositions</b> are appropriate for a <b>variety of audiences and contexts</b> , and how this will shape future compositions.		

## Music - Composition and Theory Strand

<b>RESPONDING</b>	<b>Anchor Standard 7: Perceive and analyze artistic work</b> <b>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</b> <b>Essential Question(s): How do individuals choose music to experience?</b>			<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>	
	<b>Select</b>	MU:Re7.1.C.Ia Apply <b>teacher-provided criteria</b> to select music that expresses a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part, cyclical, binary</b> ), and describe the choices as models for <b>composition</b> .	MU:Re7.1.C.IIa Apply <b>teacher-provided or personally-developed criteria</b> to select music that expresses <i>personal experiences and interests, moods, visual images, concepts, texts, or storylines</i> in <b>simple or moderately complex forms</b> , and describe and <i>defend</i> the choices as models for <b>composition</b> .				
<b>RESPONDING</b>	<b>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</b> <b>Essential Question(s): How does understanding the structure and context of music inform a response?</b>			<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>	
	<b>Analyze</b>	MU:Re7.2.C.Ia <b>Analyze</b> aurally the <b>elements of music</b> (including <b>form</b> ) of <b>musical works</b> , relating them to <b>style, mood, and context</b> , and describe how the <b>analysis</b> provides models for personal growth as <b>composer, performer, and/or listener</b> .	MU:Re7.2.C.IIa <b>Analyze</b> aurally <i>and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures</i> , relating them to <b>style, mood, and context</b> ; and <i>explain</i> how the <b>analysis</b> provides models for personal growth as <b>composer, performer, and/or listener</b> .				
<b>RESPONDING</b>	<b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b> <b>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</b> <b>Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</b>			<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>	
	<b>Interpret</b>	MU:Re8.1.C.Ia Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing <b>technical and expressive aspects</b> as well as the <b>style/genre</b> of each work.	MU:Re8.1.C.IIa Develop and <i>support</i> <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing <i>the use of elements of music (including form), compositional techniques</i> , and the <b>style/genre and context</b> of each work.				
<b>RESPONDING</b>	<b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b> <b>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</b> <b>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</b>			<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>	
	<b>Evaluate</b>	MU:Re9.1.C.Ia Describe the effectiveness of the <b>technical and expressive aspects</b> of selected music and <b>performances</b> , demonstrating understanding of <b>fundamentals of music theory</b> .	MU:Re9.1.C.IIa <i>Explain</i> the effectiveness of the <b>technical and expressive aspects</b> of selected music and <b>performances</b> , demonstrating understanding of <b>music theory as well as compositional techniques and procedures</b> .				
	MU:Re9.1.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	MU:Re9.1.C.IIb Describe ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process.	MU:Re9.1.C.IIIb Describe <i>and evaluate</i> ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.				

## Music - Composition and Theory Strand

<b>CONNECTING</b>	<p><b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b>  <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b>  <b>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</b></p>		
	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>Embedded within:</b></p> <p><i>MU:Cr1.1.C.1a Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</i></p> <p><i>MU:Cr3.2.C.1a Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</i></p> <p><i>MU:Pr4.1.C.1a 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).</i></p> <p><i>MU:Re8.1.C.1a 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.</i></p>	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>Embedded within:</b></p> <p><i>MU:Cr1.1.C.1a Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.</i></p> <p><i>MU:Cr3.2.C.1a 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.</i></p> <p><i>MU:Pr4.1.C.1a 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. MU:Re8.1.C.1a Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</i></p>	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>Embedded within:</b></p> <p><i>MU:Cr1.1.C.1a Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.</i></p> <p><i>MU:Cr3.2.C.1a 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.</i></p> <p><i>MU:Pr4.1.C.1a Identify and select specific sections, concepts, texts, or storylines in moderately complex or complex forms. MU:Re8.1.C.1a Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' musical and expressive intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</i></p>

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**  
**Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.**  
**Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?**

	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><i>MU:Cr2.1.C.1a Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</i></p> <p><i>MU:Pr4.2.C.1a Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.</i></p> <p><i>MU:Pr6.1.C.1b Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</i></p> <p><i>MU:Re7.2.C.1a 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/or listener.</i></p>	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><i>MU:Cr2.1.C.1a Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</i></p> <p><i>MU:Pr4.2.C.1a Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.</i></p> <p><i>MU:Pr6.1.C.1b Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</i></p> <p><i>MU:Re7.2.C.1a 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/or listener.</i></p>	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>Embedded within:</b></p> <p><i>MU:Cr2.1.C.1a Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.</i></p> <p><i>MU:Pr4.2.C.1a Analyze how the elements of music (including form) and compositional techniques of the selected work(s) relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.</i></p> <p><i>MU:Pr6.1.C.1b Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</i></p> <p><i>MU:Re7.2.C.1a 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/or listener.</i></p>