

Music Standards Grades P-12

				N	IUSIC							
Artistic Pr Creati			nerate ar	Anchor Standard 1 nd conceptualize artistic ideas and work.								
The creative ideas, conce influence musicians' work	Enduring Understanding creative ideas, concepts, and feelings that							Essential Question lo musicians generate creative ideas?				
Exposure							Ex	cellence	Entrepreneurship			
		Indicators										
РК К 1 2	3 4 5 6 7					8	HS Proficient	HS Accomplished	HS Advanced			
I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.	and gene ideas for purpose using app technolo available	I:3-5:1: Conceptualize and generate musical ideas for an artistic using appropriate technology as available.I:6-8:1: Con and generat works, with of forms, for contexts ar purposes, t appropriate as available.				usical variety en istic nnology ns	I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology.					
E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available.	E:3-5:1: \ increasin independ musical i classroor personal activities appropri as availa	ng dence, c ideas for m and I compos s, using iate tech	sition	indepen collabor others, o works th commun cultural, experier	Working idently a ration wi create m nat clear nicate pe , or histo nce, usin riate tech able.	nd in th iusical ly ersonal, rical g	collaborator clearly comm	both a self-directed le with others, create m nunicate personal, cu nsing appropriate tec	nusical works that			
E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using available.E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to appropriate technology as as available.E:3-5:2: Create music with intermediate-level dynamic, and formal fo artistic stimuli, using appropriate technology as as available.					Create r vancing r c, dynam elements g simple y, in resp ic stimul iate tech able.	melodic, nic, and , oonse i, using	rhythmic, dyr complex harr	ate music with well-c namic, and formal ele nony, in response to echnology as availab	ements, including artistic stimuli, using			



							M	JSIC							
			i stic Pro Creating					0	rganize		tandard 2 artistic ideas and	work.			
	cians' cr expertise		hoices a	re influe	nced by			ł	low do ı		Question ake creative decis	ions?			
	Ехро	sure		E	xploratio	oloration Enrichment					Excellence Entrepreneurship				
							Indi	cators							
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
	Select, di ent music		d	explain musica	Select, p , and doct l choices v tions to p ntext.	ument with	media a includin technol present docume with co	Use a va and meth og availab ogy, to se c, explain, ent music nnection: and artis e.	ods, le elect, and al ideas s to	I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.					
							Ехрес	tations							
use star notatio technol	: With te ndard and n or reco logy to cru ent perso	d/or iconi rding eate and	ic	standar iconic r recordi effectiv and doo musica	ing ndence, u rd notatio notation o ng techno rely to cre cument p l ideas. C unicate cro	n, or ology eate ersonal learly	which n standar iconic n recordin to nota persona Craft a stateme summa support	Apply to nay incluid d notatic otation, in ng techno te or reco al musica compose ent that c rizes and ts creative tual choic	de n, or ology, ord l ideas. r's learly e and	notation, icc to notate or and present	oply tools, which ma onic notation, or rec record developed r a composer's state and supports creat	ording technology, nusical ideas. Craft ment that clearly			



							M	USIC					
			istic Pro Creatin						Refi		tandard 3 Ilete artistic work		
openn M	sicians ev ess to ne Iusicians'	valuate, a w ideas, of appr present	ng Understanding , and refine their work through s, persistence, and the application propriate criteria. tation of creative work is the reation and communication. Exploration				Н	ow do n		s improve the	Question e quality of their o rork ready to shar		
	Expo	sure		E۶	ploratio	n	E	nrichme	nt	Exc	cellence	Entrepreneurship	
						1	Indi	cators					
РК	к	1	2	3 4 5			6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Apply fee o and refi l ideas.			criteria summar	Apply giv to evalua ize refine mal musio	te and ements	self-sele (includii context evaluate	Apply give ected crite ng elemen and inten e and sum ents to pe ideas.	ria its of t) to marize	elements of	velop and apply crit context and intent, refinements to pers	. –	
version	Present of perso emonstra e.	nal music	al	1:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.			for refir persona based o	Support r nements to al musical n feedbac e sources.	o ideas	I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed. I:9-12:3: Present a performance-ready version of			
							perform version musical demons develop	Present a nance-read of person ideas strating a sing level o stic purpo	dy al of craft	personal mu	· · · · · · · · · · · · · · · · · · ·	trating an advancing	
	: Refine ı l ideas in ck.		to	to evalu persona in respo	Think cri ate and r I musical nse to feo ument re	efine ideas edback	Expectations E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.			E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.			
version refinem artistic	, incorpo nents, and purpose, riate tech	rating d demons using	a classroom E:3-5:2: Present a classroom version, demonstrate incorporating using refinements, and explain			E:6-8:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.			E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.				
					perform version support decisior the creat includin using ap	Present a nance-read and clearl i judgment is made d ative proce g refinem opropriate ogy as ava	dy y ts and uring ess, ent,	clearly suppo during the ci	esent a performanc ort judgments and reative process, inc priate technology a	luding refinement,			



					MUSIC Anchor Standard 4						
	<i>ic Proc</i> senting					Analyz	e, interp		t andard 4 artistic work for pr	esentation.	
Performers' interest in and understanding their own tec performance influence th Analyzing creators' context, and music, provides insight into the Performers make interpro	Enduring Understanding Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire. analyzing creators' context, and how they manipulate elements of nusic, provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.							do performers ng the structure perforr		usical works inform	
Exposure	formers make interpretive decisions based on their understanding of context and expressive intent.						nt	Exc	ellence	Entrepreneurship	
					Indi	cators					
РК К 1	2	3	4	5	6	7	8	HS HS HS HS Advance Proficient Accomplished HS Advance 1:9-12:1: Apply criteria to determine the selecti			
I:P-2:1: Describe personal preferences when making musical selections from a va of contexts.	riety	preferen selection performa purpose, technical		e for 1 on ind	determin music fo based or technica qualities		ction of nce context, artistic	music for per technical skil artistic qualit	rformances based o ls, theoretical char ties.	on purpose, context, acteristics, and	
I:P-2:2: Make appropriate performance choices accord to context.	-2:2: Make appropriate I:3-5:2: Describe and analyze how context (historical cultural social						d kt social, ms	I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.			
I:P-2:3: Demonstrate artistic qualities in performing musi ideas.	2:3: Demonstrate artisticI:3-5:3: Demonstratealities in performing musicaland explain how intent					Describe an now intent nicated thro tation, incluve aspects elements.	is ough uding	communicat musical style			
I:P-2:4: Read and perform fr iconic or standard notation.	om	perform	Read and n from icc standard n.		from ico standarc consider context f	Read and p nic and/or I notation, ing approp for differer systems.	riate	standard not	d and perform fror ation, justifying an context for differer		
						tations					
select a piece of music to rea and perform, considering creative intent.	I perform, considering ative intent. Justify and support performance decisions.					Vith limited , select a pion read, analyzion with attenti nd artistic p d support unce decisio	ece of ee, and on to ourpose. ns.	music to read, analyze, and perform with a to composer's creative intent. Justify and s performance decisions.		Justify and support	
when describing choices of	nowledge of musical contexts hen describing choices of usic selected for performance. understanding of musical contexts when describing choices of music selected for performance.					Explain and the use of in describion of music se ormance.	ⁱ musical ng	E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.			
of artistic qualities when performing musical ideas.	performing musical ideas. when performing musical ideas.					the use of artistic qualities quali			E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.		
E:P-2:4: Read iconic or standard notation in preparing for performance. E:3-5:4: Read iconic and/or standard notation in performance of musical ideas.					E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.E:9-12:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts.					n systems in ustifying and	



							Μ	JSIC						
			stic Pro resentir				Anchor Standard 5 Develop and refine artistic work for presentation.							
eval	xpress th uate, and gh openr	neir mus d refine ness to n	ical idea their pe ew idea	standing s, musici rforman s, persist priate crit	ians ana ce over t tence, ai	ime	Н	ow do n	nusician		Question e quality of their	performance?		
	Expo	sure		Ex	ploratio	n		nrichmei	nt	Exc	cellence	Entrepreneurship		
		1				I	Indi	cators						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Apply fe se and ref nance.)	apply ap feedbac and refi	and refine reh				e ermine es, ent,	rehearsal str practices, ar		ne rehearsal		
							Ехрес	tations						
identify multipl the reh to addr suggest		k and exp of view du ocess, in c rmance	lore iring order	guidance feedbace multiple during t process improve quality, accurace purpose		y blore f view rsal to hance stic	teacher identify collabor develop explore during t process improve quality, accurac purpose	ed criter multiple the rehea , in order e perform technica y and art e.	e, jy ideas rsal to nance l istic	performance collaborative technical acc	self-directed learn e challenges and de ely to improve perfo curacy and artistic p	velop strategies ormance quality, ourpose.		
	: Apply fe e and refi sal.			to impro	Apply fee ove and r rehearsa	efine	to impr	Apply fe ove and r rehears	efine	E:9-12:2: Apply feedback to improve and refine music in rehearsal.				
						learners teacher manage with fle address identifie order to	ed challer o improve of musica nce for ners and	n ce, d time o nges, in	time with fle challenges, i	self-directed learne exibility, to address n order to improve for performers and	quality of musical			



Artistic Pr Present			Anchor Standard 6 Convey meaning through the presentation of artistic work. Essential Question						
Enduring Unde Musicians judge performanc vary across time, plac	e based on criter	ia that				e judged rea I musical wor	dy to present? H	ow do context and fluence audience	
Exposure	Explorati	on	E	nrichme	ent	Exc	cellence	Entrepreneurship	
			Indi	cators					
РК К 1 2	3 4	5	6	7	8	HS HS HS HS Advanced			
I:P-2:1: Communicate purpose through music performance.	1:3-5:1: Commu purpose throug performance, p attention to acc and interpretat	h music aying curacy	purpos perform attentio interpre	Commune through nance, pa on to acc etation, a ser's inte	h music aying uracy, and	performance	mmunicate purpose e, paying attention on, composer's inte	to accuracy,	
I:P-2:2: Perform appropriately for audience and purpose.	I:3-5:2: Perform appropriately for audience and p	or	perform	Demons nance de riate to t t.	corum	I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.			
			Ехрес	ctations					
E:P-2:1: Perform varied examples of music with artistic purpose.	varied repertoir music with artis purpose, demonstrating				n a e of tic nstrating ency.			ertoire of music with technical mastery.	
E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.	E:3-5:2: Interac effectively with audience and o performers to c the artistic purp the piece. Refle the listeners in discussion or ot activity appropri the context.	the ther onvey oose of ect with her	E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			
E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.	repertoire of m public performa based on exper time, place, and	readiness of a varied repertoire of music for public performance, pased on experience of time, place, and culture from which the music is			ine aried usic for nce, ence of culture music is	performance	and determine read	edge of time, place,	



						M	JSIC					
		stic Pro espondii						Perc		tandard 7 lyze artistic work		
En Individuals' selo by their interes Response to mo (social, cultural, performers r	ection o sts, expo p usic is i , and his	of music eriences urposes nforme storical)	s, unders s. d by ana and ho	s is influe standing lyzing cc w creato	s, and ontext rs and		Ho	w do ind		Question ose music to expe	rience?	
Expos	ure		E	xploratio	n		nrichme	nt	Exc	cellence	Entrepreneurship	
						Indi	cators					
РК К	1	2	3	4	5	6	7	8	HS Proficient	HS Advanced		
I:P-2:1: Select mus describe how pers and experiences ir musical choice.	sonal int		and des evidence interes and pu	Select mi scribe, cit ce, how p ts, experio rposes inf l choice.	ing ersonal ences,	progran and der connect	s, experi	tening, e	I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.			
I:P-2:2: Describe h concepts and cont used for specific p	trasts m	ay be	and des evident respon inform use of t elemer	Demonst scribe, cit ce, how ses to mu ed by stru musical nts, and co cultural, s cal).	ing sic are cture, ontext	describe the stru musical context and hist	Demons e, and co cture, us element (social, o corical) ir of music	ompare se of ts, and cultural, n a	contexts (so		ysis of structures and istorical) inform the elected for study.	
						Ехрес	tations					
E:P-2:1: When pro options, choose a for a specific purp describe how the elements are used selection suitable purpose.	piece of oose and musical d to mak for the	music e the	commu prefere selectir listenin and de use of r elemer influen	its and co ce the cho	n or orming w the ntext pice.	use of r and cor selectin music fo perform choices based o compar	ison.	lements hen ty of ng or tify the dence	E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.			
E:P-2:2: In respons prompts, describe musical elements	e the use	of	guidan clearly of strue	: With lim ce, comm the impor cture, mus its, and co	unicate rtance sical	E:6-8:2: With increasing independence, communicate the importance of structure, musical elements, and context when listening to music. E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.					unicate the al elements, and	



							Μ	JSIC						
			stic Pro espondi				Anchor Standard 8 Interpret intent and meaning in artistic work.							
	ough the	eir use of s and pe	f elemer	standing nts and s is provide itent.	tructure		How	do we d	iscern tł	ne musical cro	Question eators' and perfo ent?	rmers' expressive		
	Ехро	sure		E>	ploratio	n	Enrichment Excellence Entrepre							
				1			Indi	cators						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
writing	Use a var or discus ct the mu	, sion tech	niques	explain qualitie musicia	Summari: how artis s are used ns' etations.	tic	I:6-8:1: Describe and support personal interpretations of music and analyze how use of musical elements, attention to context, and artistic qualities convey intent.I:9-12:1: Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music contexts, compositional techniques, and research							
				T				tations		1				
music, i elemen and sho writing,	: When lis identify th its in the pow throug , or discus flect the c	ne musica performa gh drawin ssion how	al nce g, / they	to musi clearly I musical perform might c	When lis c, commu- now the u- elements nance cho reate the d effect.	inicate ise of and	to musi the peri persona and mu	When lis c, describ formers' al interpre sical choi creative i	e how etation ces	E:9-12:1: Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices.				
										personal inte	E:9-12:2: Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.			



		s tic Proc spondir				Anchor Standard 9 Apply criteria to evaluate artistic work.								
The persona perform	E nduring al evalua nance(s) etation, a	tion of r is inforn	nusical v ned by a	vork(s) a nalysis,	and	How o	do we ju	dge the		Question usical work(s) and	l performance(s)?			
Expc	osure		Ex	ploratio	n	En	richmer	ıt	Exc	cellence	Entrepreneurship			
			Exploration Enrichment Indicators											
РК К	1	2	3	4	5	6	7	8	HS HS Proficient Accomplished HS Advanced					
I:P-2:1: Apply pe artistic preferen- evaluating music appropriate mus	ces when c, using		persona musical perforn on crite	Describe al evaluat works or nances ba ria, using riate mus lary.	ion of ased	support evaluatio works or based or develope	on of must perform existing ed criteria iate musici	ical ances or a, using	music, progr		rsonal evaluation of performances, using			
						Ехрес	Expectations							
E:P-2:1: Clearly preferences and supporting state listening to a pie using appropriat vocabulary.	include ements wi ece of mu: te musica	nen sic,	piece of musical and eva quality specifie Suppor with ev approp vocabu		r a ance g to view nd	of music perform familiar styles, ai quality a given cri commur support using ap musical citing ev the given	Choose p or music ances fro and unfain d evalua ccording teria. Cle nicate and a point o propriate vocabular idence ba n criteria.	al m both niliar te the to arly I ' view	performance styles, and e developed c view using a evidence ba research, an	ppropriate musical sed on the criteria, d understanding of	ar and unfamiliar according to self- imunicate a point of vocabulary, citing personal choices, contexts.			
E:P-2:2: Engage an active listene informal settings attention to aud appropriate to the music.	r in forma s, paying ience etic	ll and Juette	approp active li formal settings attentic etiquet	Engage riately as stener in and inform by to aud te approp genre of n	mal ience oriate	E:6-8:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music			E:9-12:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.					
E:P-2:3: Compar elements from t contrasting selec	wo or mo	re	docume elemen more co	Compare ent music ts from two ontrasting ons of mus	al wo or g	contrast element	contrast musical document com elements from two or more selections of different pieces				toire of music, and ntrasts between the			



							Μ	JSIC				
			s tic Proc onnectin				Synthes	size and	relate k	Anchor Standar nowledge an		iences to make art.
	lusicians eriences	connec , ideas,	t their p and kno		o creati		H	n ob wc			Question ingful connectior d responding?	is to creating,
	Ехро	sure		Ex	ploratio	n	En	richmer	nt	Excellence Entrepreneursh		
							India	ators				
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
interes includir enviror relate t creatin	Describe ts and exp ng familia mental e to musical g, perforn ding to m	periences I, cultural xperience I choices ning, and	, , and e, may when	interest knowled relate to choices intentio creating	Describe s, experie dge, and o persona and mus ns when g, perforn ponding t	ences, skills al ical ning,	I:6-8:1: I interests knowled relate to choices a intentior creating, and resp music.	, experie ge, and s persona and music s when perform onding to	nces, kills l cal ing,	knowledge,	ntions when creatir	s, experiences, personal choices and ng, performing, and
creative	: Identify e preferer ning, and	nces in cr	eating,	persona influenc creative creating	Identify al and cul ces as we preferen g, perform ponding t	ll as nces in ning,	Expect E:6-8:1: I describe cultural i well as c preferen performi respondi	personal nfluence reative ces in cre ng, and	and s as eating,	influences as	entify and justify pe s well as creative pr forming, and respo	eferences in
ways to school includir and ext	2: Identify and document to make music outside of l and/or music class, ing after-school programs ktracurricular tunities. E:3-5:2: Identify and document the benefits of, and opportunities for, making music both inside and outside of school and/or music class, including after- school programs and extracurricular opportunities.				E:6-8:2: skills lear part of n both insi the class school, in school pr commun making, extracurr opportur	rned in cl nusic mal de and o room an ncluding rograms, ity music and ricular	ass as king utside d after-	gained in sch gained both school envire programs, co	derstand and conn- nool with music skil inside and outside onment, including a ommunity music-m lar opportunities.	ls and experiences the classroom and after-school		



						Μ	JSIC					
	C	<i>istic Pro</i> onnectir	ıg			Relat	te artisti		and works wi text to deepe	en understanding	ral, and historical	
Understandi life enhan	ces musicia	ions to v	aried cor ting, perf	itexts and		How d			, other discip	Question lines, contexts, a nd responding to	nd daily life inform music?	
Ex	posure		E>	ploratio	n	Er	nrichmei	nt	Exc	cellence	Entrepreneurship	
						India	cators					
РК К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Descri be a part of pe experiences.			justify h form of	Describe ow music personal nication a ion.	c is a	justify he form of societal,	Describe a ow music personal, cultural, Il commu ression.	is a and	functions as historical, po	cribe, justify and e a form of personal olitical, and ethical citing musical chara	, societal, cultural, communication and	
I:P-2:2: Descri music in other lives.			explain f impact t	Describe a factors that he role of ves of peop	at music	explain f impact t	Describe a actors that he roles c res of peo	at If music	I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.			
I:P-2:3: Descri relationships o arts subjects i	of music to	other	in the lives of people. I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.			relation to dance arts, me	Describe ships of r e, theatre dia arts, sciplines	nusic e, visual and	music, dance	scribe influences an e, theatre, visual ar ines, citing researc		
							tations					
E:P-2:1: With connect music experience th performing, o music.	to persona rough creat	il ing,	guidance to perso through perform	and other disciplines. E:3-5:1: With limited guidance, connect music to personal experience through creating, performing, or responding to music.			E:6-8:1: With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.			self-directed learne between music an- cural, historical, pol munication, throug or responding to m	d other personal, itical, and ethical gh creating,	
E:P-2:2: With connect music personal expe creating, perfo responding to	to other period riences whe prming, or	eople's	guidance to other persona when cr perform	3-5:2: With limited uidance, connect music o other people's ersonal experiences hen creating, erforming, or esponding to music.			E:6-8:2: With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music.			E:9-12:2: As self-directed learners, connect music t other people's personal life experiences, when creating, performing, or responding to music.		
E:P-2:3: With make connect music and oth subjects, inclu through creat responding to	ions betwee er common ding the art	en core s,	guidance connecti music an core sub arts, thro	ons betwee d other con ects, inclue ough creati ng, or resp	en mmon ding the ng,	E:6-8:3: With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.		ke en mmon ding the ng,	influences ar other comm	self-directed learne nd interactions bet on core subjects, ir ating, performing, c	ween music and ncluding the arts,	
E:P-2:4: Comp cultural purpo listening and p examining mu times and place	ses for com performing, sic from oth	posing, by	E:3-5:4: / documer used to i beliefs, v	Analyze and ht how mus nform or cl alues, and, s of an ind	sic is hange /or	E:6-8:4: A document influence the time a was creat	nalyze and t how musi d by unders and place ir ed, the ava , and cultur	tanding which it ilable	E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.			



Music Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
	Developmental Level: Exposure	
РК	К 1	2
	Indicators	

I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.

Expectations

E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available.

E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Un	Enduring Understanding Essential Question	
Creating	Musicians' creat influenced by t context, and exp	heir expertise,	How do musicians make creative decisions?
	Developmental I	evel: Exposure	
РК	К	1	2
	Indica	ators	
	:P-2:1: Select, discuss, and	l document music	al ideas.
	Expect	ations	

E:P-2:1: With teacher guidance, use standard and/or iconic notation or recording technology to create and document personal musical ideas.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to	How do musicians improve the quality of their creative work?
	new ideas, persistence, and the application of appropriate criteria.	When is creative work ready to share?
	Musicians' presentation of	
	creative work is the culmination of creation and communication.	
РК	К 1	2

Indicators
I:P-2:1: Apply feedback to develop and refine personal musical ideas.

I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.

Expectations

E:P-2:1: Refine personal musical ideas in response to feedback.

E:P-2:2: Present a classroom version, incorporating refinements, and demonstrate artistic purpose, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a		
	performance influence the selection of the repertoire.	How does understanding the structure and context of musical
	Analyzing creators' context, and how	works inform performance?
	they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?
	Performers make interpretive decisions based on their understanding of context and expressive intent.	
	Developmental Level: Exposure	
РК	K 1	2
	Indicators	

I:P-2:1: Describe personal preferences when making musical selections from a variety of contexts.

I:P-2:2: Make appropriate performance choices according to context.

I:P-2:3: Demonstrate artistic qualities in performing musical ideas.

I:P-2:4: Read and perform from iconic or standard notation.

Expectations

E:P-2:1: With teacher guidance, select a piece of music to read and perform, considering creative intent.

E:P-2:2: Demonstrate knowledge of musical contexts when describing choices of music selected for performance.

E:P-2:3: Demonstrate awareness of artistic qualities when performing musical ideas.

E:P-2:4: Read iconic or standard notation in preparing for performance.



Develop and refine artistic work for presentation.

Artistic Process	Enduring U	Enduring Understanding Essential Question	
Presenting	musicians analy refine their pe time through o ideas, persist application o	ir musical ideas, ze, evaluate, and rformance over penness to new ence, and the of appropriate eria.	How do musicians improve the quality of their performance?
	Developmenta	Level: Exposure	
РК	К	1	2

Indicators

I:P-2:1: Apply feedback to rehearse and refine performance.

Expectations

E:P-2:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to address performance suggestions.E:P-2:2: Apply feedback to improve and refine music in rehearsal.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understan	ding	Essential Question	
Presenting	Musicians judge perfor based on criteria that va time, place, and cult	ry across	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	
	Developmental Level: E	xposure		
РК	К	1	2	
	Indicators			

I:P-2:1: Communicate purpose through music performance.

I:P-2:2: Perform appropriately for audience and purpose.

Expectations

E:P-2:1: Perform varied examples of music with artistic purpose.

E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.

E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Perceive and analyze artistic work.

Artistic Process	Enduring Understo	Enduring Understanding	
Responding	Individuals' selection of works is influenced interests, experie understandings, and p Response to music is in analyzing context (socia and historical) and how and performers manip elements of mu	by their nces, purposes. formed by al, cultural, w creators pulate the	How do individuals choose music to experience?
	Developmental Level:	Exposure	
РК	К	1	2
	Indicators		

I:P-2:1: Select music and describe how personal interests and experiences influence musical choice.

Expectations

E:P-2:1: When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose.

E:P-2:1: In response to teacher prompts, describe the use of musical elements and contexts.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring U	ng Understanding Essential Question	
Responding	and structures of and performers	use of elements of music, creators s provide clues to essive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmenta	Level: Exposure	
РК	К	1	2
	Indi	cators	
I:P-2:1: Use a variety of dra	0. 0	ission techniques to tent.	reflect the musicians' creative
	Expec	ctations	

E:P-2:1: When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Und	lerstanding	Essential Question
Responding	The personal e musical wo performance(s) analysis, interp established	ork(s) and is informed by retation, and	How do we judge the quality of musical work(s) and performance(s)?
	Developmental I	evel: Exposure	
РК	К	1	2
	Indica	ators	
I:P-2:1: Apply personal an	d artistic preferences w vocab	-	ic, using appropriate musical
	Expect	ations	
:P-2:1: Clearly communicat	te preferences and inclu	de supporting state	ments when listening to a piece

E:P-2:1: Clearly communicate preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary.

E:P-2:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:P-2:3: Compare musical elements from two or more contrasting selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding		Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		How do musicians make meaningful connections to creating, performing, and responding?
	Developmental Le	evel: Exposure	
РК	К	1	2
	Indicat	ors	

I:P-2:1: Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music.

Expectations

E:P-2:1: Identify personal and creative preferences in creating, performing, and responding to music.

I:P-2:2: Identify and document ways to make music outside of school and/or music class, including afterschool programs and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Und	erstanding	Essential Question
Connecting	Understanding co varied contexts enhances musici performing, and	and daily life ans' creating,	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Developmental Le	evel: Exposure	
РК	К	1	2
	Indicat	orc	

Indicators

I:P-2:1: Describe how music can be a part of personal daily life experiences.

I:P-2:2: Describe the role of music in other people's daily lives.

I:P-2:3: Describe the relationships of music to other arts subjects in school.

Expectations
E:P-2:1: With teacher guidance, connect music to personal experience through creating, performing, or responding to music.
E:P-2:2: With teacher guidance, connect music to other people's personal experiences when creating,
performing, or responding to music.
E:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.
E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining

E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.



Music Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Conceptualize and generate musical ideas for an artistic purpose and context, using appropriate technology as available.

Expectations

E:3-5:1: With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available.

E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Select, present, expla	ain, and document musical choices wi context.	th connections to purpose and
	Expectations	

E:3-5:1: With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document personal musical ideas. Clearly communicate creative choices.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	Musicians' presentation of creative work is the culmination of creation and communication.	

Developmental Level: Exploration			
3	4	5	
	Indicators		

I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.

I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.

Expectations

E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

E:3-5:2: Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process Presenting	<text><text><text><text></text></text></text></text>	Essential Question How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill.

I:3-5:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.

I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.

I:3-5:4: Read and perform from iconic and/or standard notation.

Expectations

E:3-5:1: With teacher guidance, select a piece of music to read, analyze, and perform with attention to context and creative intent. Justify and support performance decisions.

E:3-5:2: Demonstrate an understanding of musical contexts when describing choices of music selected for performance.

E:3-5:3: Demonstrate and explain artistic qualities when performing musical ideas.

E:3-5:4: Read iconic and/or standard notation in performance of musical ideas.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	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.	How do musicians improve the quality of their performance?
	Developmental Level: Exploration	
3	4	5
	Indicators	
1.3-5.1. Identify and	d apply appropriate feedback to rehearse ;	and refine performance

I:3-5:1: Identify and apply appropriate feedback to rehearse and refine performance.

Expectations

E:3-5:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to improve performance quality, technical accuracy, and artistic purpose.

E:3-5:2: Apply feedback to improve and refine music in rehearsal.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Musicians judge performances based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Communicate purpose through music performance, paying attention to accuracy and interpretation.

I:3-5:2: Perform appropriately for audience and purpose.

Expectations

E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.

- E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.
- E:3-5:3: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How do individuals choose music to experience?
	Developmental Level: Exploration	
3	4	5
	Indicators	
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I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.

I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).

Expectations

E:3-5:1: Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice.

E:3-5:2: With limited guidance, communicate clearly the importance of structure, musical elements, and context.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Summarize and ex	xplain how artistic qualities are used in	musicians' interpretations.
	Expectations	

E:3-5:1: When listening to music, communicate clearly how the use of musical elements and performance choices might create the intended effect.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Describe personal evaluation of musical works or performances based on criteria, using		

appropriate musical vocabulary.

Expectations

E:3-5:1: Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary.

E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:3-5:3: Compare and document musical elements from two or more contrasting selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?
	Developmental Level: Exploration	
3	4	5
	Indicators	
1:3-5:1: Describe how inter	ests, experiences, knowledge, and skills r	elate to personal choices and

I:3-5:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

Expectations

E:3-5:1: Identify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:3-5:2: Identify and document the benefits of, and opportunities for, making music both inside and outside of school and/or music class, including after-school programs and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Describe and justify how music is a form of personal communication and expression.

I:3-5:2: Describe and explain factors that impact the role of music in the lives of people.

I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.

Expectations

E:3-5:1: With limited guidance, connect music to personal experience through creating, performing, or responding to music.

E:3-5:2: With limited guidance, connect music to other people's personal experiences when creating, performing, or responding to music.

E:3-5:3: With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:3-5:4: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Music Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Conceptualize and generate musical works, within a variety of forms, for given contexts and artistic purposes, using appropriate technology as available.

Expectations

E:6-8:1: Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.

E:6-8:2: Create music with advancing melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

	Artistic Process	Enduring Understanding	Essential Question
	Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
		Developmental Level: Enrichment	
	6	7	8
		Indicators	
1.6-8.1.	Use a variety of media	and methods including available techn	hology to select present explain

I:6-8:1: Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.

Expectations

E:6-8:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas. Craft a composer's statement that clearly summarizes and supports creative and conceptual choices.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	Musicians' presentation of creative work is the culmination of creation and communication.	
	Developmental Level: Enrichment	

6	7	8

Indicators

I:6-8:1: Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.

I:6-8:2: Support rationale for refinements to personal musical ideas based on feedback from multiple sources.

I:6-8:3: Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose.

Expectations

E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

E:6-8:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.

E:6-8:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Performers' interest in and knowledge of musical works, understanding their own	How do performers select repertoire?
	technical skill, and the context for a performance influence the selection of the repertoire.	How does understanding the structure and context of musical works inform performance?
	Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?
	Performers make interpretive decisions based on their understanding of context and expressive intent.	
	Developmental Level: Enrichment	
6	7	8
	Indicators	
I:6-8:1: Apply criteria to determine the second s	he selection of music for performance based artistic qualities.	on purpose, context, technical skill, and
I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.		
I:6-8:3: Describe and explain how intent is communicated through interpretation, including expressive aspects and musical elements.		
I:6-8:4: Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems.		
	Expectations	
E:6-8:1: With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions.		

E:6-8:2: Explain and compare the use of musical contexts in describing choices of music selected for performance.

E:6-8:3: Support and justify the use of artistic qualities when interpreting music for performance.

E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	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.	How do musicians improve the quality of their performance?
	Developmental Level: Enrichment	

	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of performance.

Expectations

E:6-8:1: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

E:6-8:2: Apply feedback to improve and refine music in rehearsal.

E:6-8:3: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Musicians judge performances based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Developmental Level: Enrichment	
6	7	8

Indicators

I:6-8:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer's intent.

I:6-8:2: Demonstrate performance decorum appropriate to the context.

Expectations

E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.

E:6-8:3: Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How do individuals choose music to experience?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.

I:6-8:2: Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces.

Expectations

E:6-8:1: Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.

E:6-8:2: With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structure s of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
I:6-8:1: Describe and supp	ort personal interpretations of music an	d analyze how use of musical
elements, attention to context, and artistic qualities convey intent.		s convey intent.
	Expectations	

E:6-8:1: When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Describe and support personal evaluation of musical works or performances based on existing or developed criteria, using appropriate musical vocabulary.

Expectations

E:6-8:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.

E:6-8:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:6-8:3: Compare and contrast musical elements from two or more selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

Expectations

E:6-8:1: Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:6-8:2: Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after-school programs, community music-making, and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.

I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.

I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.

Expectations

E:6-8:1: With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.

E:6-8:2: With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music.

E:6-8:3: With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:6-8:4: Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Music Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

	Excellence	Entrepreneurship
High School Proficien	t High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with		

I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology.

Expectations

E:9-12:1: As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.

E:9-12:2: Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
Ex	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.		

Expectations

E:9-12:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer's statement that clearly summarizes and supports creative and conceptual choices.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	Musicians' presentation of	
	creative work is the culmination	
	of creation and communication.	

Excellence		Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced	
	Indicators		
I:9-12:1: Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.			
I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.			
I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of cra and artistic purpose.			

Expectations

E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.

E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.

E:9-12:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a	How do performers select repertoire? How does understanding the structure
	performance influence the selection of the repertoire.	and context of musical works inform performance?
	Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?
	Performers make interpretive decisions based on their understanding of context and expressive intent.	

Excellence		Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced	
Indicators			
I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretic characteristics, and artistic qualities.		urpose, context, technical skills, theoretical	

I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.

I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.

I:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.

Expectations

E:9-12:1: As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions.

E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.

E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.

E:9-12:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	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.	How do musicians improve the quality of their performance?

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles.

Expectations

E:9-12:1: As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy and artistic purpose.

E:9-12:2: Apply feedback to improve and refine music in rehearsal.

E:9-12:3: As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Musicians judge performances based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
E	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, composer's intent, and cultural authenticity.

I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.

Expectations

E:9-12:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery.

E:9-12:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.

E:9-12:3: Choose a varied repertoire of music for performance by applying knowledge of time, place, and culture and determine readiness of music for public performance.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	

Excellence		Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced	
Indicators			
1.0-12.1. Use research and self-	developed criteria to justify choices m	ade when selecting music citing	

I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.

I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.

Expectations

E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.

E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
Exe	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, compositional techniques, and research.

Expectations

E:9-12:1: Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices.

E:9-12:2: Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Excellence	Entrepreneurship

Excellence		Entrepreneurship		
	High School Proficient	High School Accomplished	High School Advanced	
	Indicators			
1.9-12.1. Develop and justify personal evaluation of music, programs of music, and performances, usi			of music and performances using	

I:9-12:1: Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary.

Expectations

E:9-12:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to self-developed criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.

E:9-12:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:9-12:3: Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question		
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?		
Excellence		Entrepreneurship		
High School Proficient	High School Accomplished	High School Advanced		
Indicators				
I:9-12:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and				

musical intentions when creating, performing, and responding to music.

Expectations		
E:9-12:1: Identify and justify personal and cultural influences as well as creative preferences in creating,		
performing, and responding to music.		

E:9-12:2: Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment, including after-school programs, community music-making, and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Excellence		Entrepreneurship

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and research.

I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.

I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

Expectations

E:9-12:1: As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music.

E:9-12:2: As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music.

E:9-12:3: As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.



Glossary of Music Terminology

<u>Analyze</u>

Examine in detail the structure and context of the music.

<u>Context</u>

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

Craftsmanship

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

<u>Criteria</u>

Guidelines used to judge the quality of a student's performance.

Demonstrate

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

Dynamics

Level or range of loudness of a sound or sounds.

Explore

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

Expressive Qualities

Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity. Qualities that



convey feeling in the presentation of musical ideas.

Imagine

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced.

Improvisation/Improvise

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

<u>Intent</u>

Meaning or feeling of the music planned and conveyed by a creator or performer.

Interpret/Interpretation

Determine and demonstrate music's expressive intent and meaning when responding and performing.

Inventive singing

Singing with sounds and words that have no real meaning.

Musical idea

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

Musical contrasts

A <u>compositional</u> device which has come to be one of the principal properties of good <u>music</u>. A variety of contrast(s) such as <u>tempo</u> (contrasting fast to slow), <u>dynamics</u> (contrasting loud to soft), and tempo (contrasting fast and slow) is essential to good <u>composition</u>. Contrast is a means to maintain listener interest.



Perform

Share work with others in a formal manner after practice/rehearsal.

<u>Plan</u>

Select and develop musical ideas for creating a musical work.

Purpose

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

Present

Share work with others such as teacher or peers in an informal manner, may be improvised.

<u>Refine</u>

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

<u>Select</u>

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

Steady Beat

The constant repeating pulse in music.

<u>Structure</u>

Totality of a musical work.



Tempo/Tempi

Rate or speed of the beat in a musical work or performance.

Vocalizing

Vocal exercises/singing with no text using one or more vowel sounds.

Sources

National Core Art Standards Glossary-Music: <u>http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%</u> <u>20for%20Music%20Standards%20-%20new%20copyright%20info.pdf</u>

OnMusic Dictionary: http://dictionary.onmusic.org