

New York State Learning Standards for the

ARTS

PRESENT
TOGETHER WE • CREATE • PERFORM • RESPOND • CONNECT
PRODUCE



Musica

At-A-Glance Standards

New York State Learning Standards for the



TOGETHER WE • CREATE • PRESENT
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MUSIC

At-A-Glance Standards

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Music Strands

	Pk	K	1	2	3	4	5	6	7	8	HSII	HSII	HSIII
General Music	•	•	•	•	•	•	•	•	•	•			
Harmonizing Instruments							•	•	•	•	•	•	•
Traditional and Emerging Ensembles							•	•	•	•	•	•	•
Composition and Theory											•	•	•
Technology											•	•	•

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NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters

DA=Dance MA=Media Arts MU=Music TH=Theatre VA=Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter

Cr Creating
Pr Performing/Presenting/Producing
Re Responding
Cn Connecting

Each anchor standard is assigned a number

Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: **1.1, 1.2**. ".1" follows the AS number *even when there is only one* Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral

PK = Pre-Kindergarten K = Kindergarten 1,2,3,4,5,6,7,8 for grades 1-8
HSI = HS Proficient HSII = HS Accomplished HSIII = HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter *even when there is only one*. The first performance indicator is "a", the next "b", and so on.

For special Music Strands (only) there is another set of codes, indicated with an upper case letter

* does not apply to General Music, Pk-8

H = Harmonizing Instruments E = Traditional and Emerging Ensembles
C = Composition and Theory T = Technology

SECTION 1

General Music

- Pk-8
- Harmonizing Instruments
- Novice (5/6)
- Intermediate (7/8)

Music Coding Examples for Section 1

Pk-8

- **First** position indicates the discipline. It is always followed by a colon (:).
- **Second** position (following the colon) indicates the Artistic Process.
- **Third** position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."
- **Fourth** position indicates the Grade Level.
- **Fifth** position indicates the Performance Indicator.

MU – Music
Cr – Creating
1.1 – Anchor Standard + Enduring Understanding
4 – Grade Level
a – Performance Indicator

4th
MU:Cr1.1.4
a. **Generate rhythmic and melodic** ideas, and **describe connection** to specific **purpose and context**. (such as **social and cultural**).

Italicized words or phrases indicate increased rigor from the previous level in a particular cognitive or skill area.

Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

Special Strands

- **First** position indicates the discipline. It is always followed by a colon (:).
- **Second** position (following the colon) indicates the Artistic Process.
- **Third** position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."
- **Fourth** position indicates the STRAND
- **Fifth** position indicates the expected level of performance
- **Sixth** position indicates the Performance Indicator

Novice ~ MU:Cr1.1.H5
a. **Generate melodic, rhythmic, and harmonic** ideas for **melodies** (such as two-phrase).

MU – Music
Cr – Creating
1.1 – Anchor Standard + Enduring Understanding
H – Harmonizing Instruments Strand
5 – Novice level, Combined Grades 5/6
a – Performance Indicator

Strand Levels

- are different than grade levels
- **Novice** is indicated by the number 5, but includes Grades 5-6
 - **Intermediate** is indicated by the number 8, but includes Grades 7-8
 - **HSI (Proficient), HSII (Accomplished), and HSIII (Advanced)** indicate expected performance levels as students progress through a 1-3 unit sequence or 1-5 unit sequence

MUSIC ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 1

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question • How do musicians generate creative ideas?

Artistic Process • **CREATING**
Process Component • **IMAGINE**

Pre-K MU:Cr1.1.PK	Kindergarten MU:Cr1.1.K	1st MU:Cr1.1.1	2nd MU:Cr1.1.2	3rd MU:Cr1.1.3	4th MU:Cr1.1.4	5th MU:Cr1.1.5	6th MU:Cr1.1.6	7th MU:Cr1.1.7	8th MU:Cr1.1.8
a. With substantial guidance, explore and experience a variety of music.	a. With guidance, explore and experience music concepts (such as beat and melodic contour).	a. With <i>limited</i> guidance, create musical ideas (such as answering a musical question) for a specific purpose .	a. Generate rhythmic and melodic patterns and musical ideas for a specific purpose .	a. Generate rhythmic and melodic ideas, and identify connection to specific purpose and/or context (such as personal and social).	a. Generate rhythmic and melodic ideas, and describe connection to specific purpose and context (such as social and cultural).	a. Generate rhythmic and melodic ideas and explain connection to specific purpose and context .	a. Generate rhythmic and melodic ideas over given harmonic accompaniments within AB and ABA forms , and identify connection to purpose and context .	a. Generate rhythmic and melodic phrases over given or generated harmonic accompaniments within AB and ABA forms , and describe connection to purpose and context .	a. Generate rhythmic and melodic phrases and harmonic accompaniments within expanded forms (including introductions and codas), and explain connection to purpose, context, and/or expressive intent .
-----	b. With guidance, generate musical ideas (such as movements or motifs).	b. With <i>limited</i> guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	b. Generate musical ideas and patterns within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	b. Generate musical ideas (such as rhythms and melodies) within a given tonality and meter .	b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within tonalities (such as major and minor) and meters .	b. Generate musical ideas and phrases within specific tonalities and meters .	-----	-----	-----

Harmonizing Instruments

Novice ~ MU:Cr1.1.H.5

- a. **Generate melodic, rhythmic, and harmonic** ideas for **melodies** (such as two-**phrase**).
- b. **Generate** simple chordal accompaniments for teacher-provided **melodies**.

Intermediate ~ MU:Cr1.1.H.8

- a. **Generate melodic and rhythmic phrases** that exhibit **cohesiveness** within **forms** (such as **AB, ABA, song form**) over given **chord progressions**.
- b. **Generate** chordal accompaniments for teacher-provided or **self-composed melodies**.

* **Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.**

MUSIC ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 2

Anchor Standard 2 Organize and develop artistic ideas and work.

Enduring Understanding 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question • How do musicians make creative decisions?

Artistic Process • CREATING
Process Components • PLAN, MAKE

Pre-K MU:Cr2.1.PK	Kindergarten MU:Cr2.1.K	1st MU:Cr2.1.1	2nd MU:Cr2.1.2	3rd MU:Cr2.1.3	4th MU:Cr2.1.4	5th MU:Cr2.1.5	6th MU:Cr2.1.6	7th MU:Cr2.1.7	8th MU:Cr2.1.8
<p>a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</p> <p>b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p>	<p>a. With guidance, demonstrate and select favorite musical ideas.</p> <p>b. With guidance, organize personal musical ideas, using iconic notation and/or recording technology.</p>	<p>a. With <i>limited</i> guidance, demonstrate and discuss <i>personal reasons for selecting musical ideas that represent expressive intent.</i></p> <p>b. With <i>limited</i> guidance, use iconic or standard notation and/or recording technology to document and organize musical ideas.</p>	<p>a. Demonstrate and identify <i>personal reasons for selecting patterns and ideas for music that represent expressive intent.</i></p> <p>b. Use iconic or standard notation and/or recording technology to combine, sequence, and document musical ideas.</p>	<p>a. Demonstrate and identify <i>selected musical ideas for a simple arrangement or composition to express intent, and identify connection to a specific purpose and/or context.</i></p> <p>b. Use standard and/or iconic notation and/or recording technology to combine, sequence, and document musical ideas.</p>	<p>a. Demonstrate selected and organized musical ideas for an arrangement and composition to express intent, and describe connection to purpose and context.</p> <p>b. Use standard notation and/or recording technology to combine, sequence, and document musical ideas.</p>	<p>a. Demonstrate selected and developed musical ideas for arrangements or compositions to express intent, and explain connection to purpose and context.</p> <p>b. Use standard notation and/or recording technology to combine, sequence, and document musical ideas.</p>	<p>a. Organize and/or demonstrate developed musical ideas for arrangements or compositions that express intent and have a clear beginning, middle, and end (such as in AB or ABA form).</p> <p>b. Use standard notation and/or audio/video recording to combine, sequence, and document musical ideas.</p>	<p>a. Organize and/or demonstrate developed musical ideas for arrangements or compositions that express unity and variety (such as in AB or ABA form) and convey expressive intent.</p> <p>b. Use standard notation and/or audio/video recording to combine, sequence, and document musical phrases.</p>	<p>a. Organize and/or demonstrate developed musical ideas for arrangements or compositions that express unity and variety (including theme and variations), and tension and release in expanded forms (including <i>introduction and coda</i>) and convey expressive intent.</p> <p>b. Use standard notation and/or audio/video recording to combine, sequence, and document musical phrases and harmonic accompaniments.</p>

Harmonizing Instruments

Novice ~ MU:Cr2.1.H.5

- a. Select, develop, and arrange **harmonic** ideas and chordal accompaniments for teacher-provided **melodies,** and **rhythmic or melodic** ideas for **melodies** (such as two-phrase) and explain **connection to purpose** and **context.**
- b. Use **standard notation** and/or **recording technology** to combine, sequence, and document **musical ideas.**

Intermediate ~ MU:Cr2.1.H.8

- a. Select, develop, and arrange **rhythmic, melodic, and harmonic** ideas to generate multi-chord accompaniments to **melodies** with **simple forms** (such as **AB** or **ABA**), and **melodic phrases** over specified **chord progressions** to express intent.
- b. Use **standard notation** or **recording technology** to document drafts of **musical ideas.**

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

MUSIC ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 3

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question • How do musicians improve the quality of their creative work?

Artistic Process • CREATING
Process Components • EVALUATE, REFINE

Pre-K MU:Cr3.1.PK	Kindergarten MU:Cr3.1.K	1st MU:Cr3.1.1	2nd MU:Cr3.1.2	3rd MU:Cr3.1.3	4th MU:Cr3.1.4	5th MU:Cr3.1.5	6th MU:Cr3.1.6	7th MU:Cr3.1.7	8th MU:Cr3.1.8
a. With substantial guidance , consider personal, peer, and teacher feedback when demonstrating and refining musical ideas .	a. With guidance , <i>apply</i> personal, peer, and teacher feedback in refining musical ideas .	a. With <i>limited guidance</i> , <i>discuss and</i> apply personal, peer, and teacher feedback to refine musical ideas .	a. Interpret and apply personal, peer, and teacher feedback to <i>revise music</i> .	a. Evaluate, refine , and document revisions to music , applying teacher-provided criteria and feedback .	a. Evaluate, refine , and document revisions to music, applying teacher-provided and collaboratively selected criteria and feedback .	a. Evaluate, refine , and document revisions to music, applying teacher-provided and collaboratively developed criteria and feedback , and describe the rationale for changes.	a. Evaluate, refine , and document revisions to music, applying criteria and feedback (related to areas such as elements of music), and explain the rationale for changes.	a. Evaluate, refine , and document revisions to music, applying criteria and feedback (related to areas such as style and form), and explain the rationale for changes.	a. Evaluate, refine , and document revisions to music, applying criteria and feedback (related to appropriate application of compositional techniques), and explain the rationale for changes.

Harmonizing Instruments	Novice ~ MU:Cr3.1.H.5	Intermediate ~ MU:Cr3.1.H.8
	<p>a. Apply teacher-provided criteria to evaluate and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments to short or simple melodies.</p> <p>b. Explain the rationale for changes.</p>	<p>a. Apply teacher-provided and collaboratively developed criteria to evaluate and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two to three chord accompaniments to short or simple melodies.</p> <p>b. Explain the rationale for changes, <i>based on evaluation criteria</i>.</p>

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

Anchor Standard 3 (cont'd)

Enduring Understanding 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Questions

- How does sharing creative musical ideas demonstrate expressive intent?
- What personal purpose does sharing creative musical ideas serve?

Artistic Process Component • CREATING • PRESENT

Pre-K MU:Cr3.2.PK	Kindergarten MU:Cr3.2.K	1st MU:Cr3.2.1	2nd MU:Cr3.2.2	3rd MU:Cr3.2.3	4th MU:Cr3.2.4	5th MU:Cr3.2.5	6th MU:Cr3.2.6	7th MU:Cr3.2.7	8th MU:Cr3.2.8
a. With substantial guidance, share revised musical ideas with peers.	a. With guidance, demonstrate a final version of musical ideas to peers.	a. With <i>limited guidance</i> , present a final version of musical ideas for a specific purpose to peers or an <i>informal audience</i> that conveys expressive intent for a specific purpose .	a. Present a final version of musical ideas for a specific purpose to peers or an informal audience that conveys expressive intent for a specific purpose .	a. Present the final version of created music to others, <i>and describe connection to expressive intent</i> .	a. Present the final version of created music to others, and <i>explain connection to expressive intent</i> .	a. Present the final version of created music to others <i>that demonstrates craftsmanship</i> , and explain connection to expressive intent .	a. Present the final version of their documented composition or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent .	a. Present the final version of their documented composition , song, or arrangement , using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent .	a. Present the final version of their documented composition , song, or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and <i>balance</i> to convey expressive intent .

Harmonizing Instruments	Novice ~ MU:Cr3.2.H.5	Intermediate ~ MU:Cr3.2.H.8
	<p>a. Share completed chordal accompaniments to short or simple melodies (such as two-phrase).</p> <p>b. Demonstrate and explain expressive intent, and development and organization of musical ideas.</p>	<p>a. Share completed multi-chord accompaniments to <i>teacher-provided or self-composed melodies</i> and melodic phrases (created over specified chord progressions or AB/ABA forms).</p> <p>b. Demonstrate and explain expressive intent, and development and organization of musical ideas, <i>based on evaluation criteria and craftsmanship</i>.</p>

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

MUSIC ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 4

Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.

Enduring Understanding 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.

Essential Question • How do performers select repertoire?

Artistic Process • **PERFORM**
Process Component • **SELECT**

<p>Pre-K MU:Pr4.1.PK</p> <p>a. With substantial guidance, demonstrate and state preference for varied musical selections provided by the teacher.</p>	<p>Kindergarten MU:Pr4.1.K</p> <p>a. With guidance, demonstrate and state <i>personal interest</i> in varied musical selections provided by the teacher.</p>	<p>1st MU:Pr4.1.1</p> <p>a. With <i>limited guidance, demonstrate</i> and discuss <i>personal interest</i> in, <i>knowledge of, and purpose</i> of varied musical selections provided by the teacher.</p>	<p>2nd MU:Pr4.1.2</p> <p>a. Demonstrate and <i>explain</i> <i>personal interest</i> in, <i>knowledge of, and purpose</i> of varied musical selections provided by the teacher.</p>	<p>3rd MU:Pr4.1.3</p> <p>a. Demonstrate and explain <i>how the music that they selected to perform (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, and context.</i></p>	<p>4th MU:Pr4.1.4</p> <p>a. Demonstrate and explain how the music that they selected to perform (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, context, and technical skill.</p>	<p>5th MU:Pr4.1.5</p> <p>a. Demonstrate and explain how the music that they selected to perform (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, context, and their own and others' technical skill.</p>	<p>6th MU:Pr4.1.6</p> <p>a. Apply established criteria for selecting music to perform (from teacher- or student-provided options) for a specific purpose and/or context, and explain why each was chosen.</p>	<p>7th MU:Pr4.1.7</p> <p>a. Apply established and collaboratively developed criteria for selecting music of contrasting styles for a program (from teacher- or student-provided options) with a specific purpose and/or context and discuss expressive qualities.</p>	<p>8th MU:Pr4.1.8</p> <p>a. Apply established, collaboratively, and personally developed criteria for selecting music of contrasting styles for a program (from teacher- or student-provided options) with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</p>
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<p>Harmonizing Instruments</p>	<p>Novice ~ MU:Pr4.1.H.5</p>	<p>Intermediate ~ MU:Pr4.1.H.8</p>
	<p>a. Apply teacher-provided criteria to explain and demonstrate how the music that they selected to perform (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, context, and <i>their own and others' technical skill.</i></p>	<p>a. Apply teacher- and collaboratively developed criteria to explain and demonstrate how a repertoire of music <i>representing contrasting styles</i> is selected (from teacher- or student-provided options), based on personal interest, knowledge, personal and others' technical skills, and the purpose and/or context of the performance(s).</p>

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

Anchor Standard 4 (cont'd)

Enduring Understanding 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question • How does understanding the structure and context of musical works inform performance?

Artistic Process • **PERFORMING Process Component** • **ANALYZE**

Pre-K MU:Pr4.2.PK	Kindergarten MU:Pr4.2.K	1st MU:Pr4.2.1	2nd MU:Pr4.2.2	3rd MU:Pr4.2.3	4th MU:Pr4.2.4	5th MU:Pr4.2.5	6th MU:Pr4.2.6	7th MU:Pr4.2.7	8th MU:Pr4.2.8
a. With substantial guidance, explore and demonstrate awareness of musical contrasts.	a. With guidance, explore and demonstrate awareness of music <i>contrasts</i> (such as <i>high/low, loud/soft, same/different</i>) in a variety of music selected for performance .	a. With <i>limited</i> guidance, demonstrate <i>knowledge</i> of music concepts (such as beat and melodic contour) in music selected for performance .	a. Demonstrate knowledge of music concepts (such as <i>major/minor tonality</i> and <i>meter</i>) in music selected for performance .	a. Demonstrate knowledge of the elements of music (such as <i>rhythm</i> and <i>pitch</i>) in music selected for performance .	a. Demonstrate knowledge of the elements of music (such as rhythm, pitch, and form) in music selected for performance .	a. Demonstrate knowledge of the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance .	a. <i>Explain and demonstrate</i> how the structure and the elements of music are used in music selected for performance .	a. Explain and demonstrate the structure of <i>contrasting pieces of music</i> selected for performance and how elements of music are used.	a. <i>Compare</i> the structure of contrasting pieces of music selected for performance , explaining how the elements of music are used in each.
-----	-----	b. When analyzing selected music, read and perform rhythmic patterns , using iconic or standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform rhythmic and melodic patterns , using iconic or standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform rhythmic and melodic patterns , using standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform, using standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform, using standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, <i>use grade-level standard notation to read and identify musical symbols and functions</i> , as appropriate to the musical tradition.	b. When analyzing selected music, use grade-level standard notation to read and identify musical symbols and functions, as appropriate to the musical tradition.	b. When analyzing selected music, <i>sight-read</i> , on the staff, simple rhythmic, melodic, and/or harmonic notation , as appropriate to the musical tradition.
-----	-----	-----	-----	c. Describe how context (such as personal and social) can inform a performance .	c. <i>Explain</i> how context (such as social and cultural) informs a performance .	c. Explain how context (such as social, cultural, and historical) informs performances .	c. Explain how social, cultural, and historical context inform performances .	c. Explain how social, cultural and historical contexts inform performances and result in <i>different musical choices</i> .	c. Explain how social, cultural and historical contexts inform performances and result in <i>different musical interpretations</i> .

Harmonizing Instruments	Novice ~ MU:Pr4.2.H.5	Intermediate ~ MU:Pr4.2.H.8
	<p>a. Identify prominent elements of music (such as form and harmony) in a varied repertoire of music.</p> <p>b. Use aural skills and standard notation when analyzing selected music.</p> <p>c. Explain how elements of music inform prepared or improvised performance(s).</p>	<p>a. Identify and compare prominent elements of music (such as form and harmony) in a repertoire of music <i>representing contrasting styles</i>.</p> <p>b. Use aural skills and standard notation (rhythmic, melodic, and harmonic) when analyzing selected music.</p> <p>c. Explain how elements of music and social, cultural, and/or historical context(s) inform prepared or improvised performance(s).</p>

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in the Section 3: High School Classroom Standards.

Anchor Standard 4 (cont'd)

Enduring Understanding 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question • How do performers interpret musical works?

Artistic Process • PERFORMING Process Component • INTERPRET

Pre-K MU:Pr4.3.PK	Kindergarten MU:Pr4.3.K	1st MU:Pr4.3.1	2nd MU:Pr4.3.2	3rd MU:Pr4.3.3	4th MU:Pr4.3.4	5th MU:Pr4.3.5	6th MU:Pr4.3.6	7th MU:Pr4.3.7	8th MU:Pr4.3.8
a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics , and tempo).	a. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators' expressive intent .	a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	a. Demonstrate knowledge of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	a. Demonstrate and identify the context and how intent is conveyed through expressive qualities (such as dynamics and tempo).	a. Demonstrate and identify the context and how intent is conveyed through interpretive decisions (such as dynamics and tempo).	a. Demonstrate and identify the context and how intent is conveyed through interpretive decisions (such as dynamics and tempo).	a. Demonstrate a selected piece of music that shows how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent and are appropriate to the context .	a. Demonstrate contrasting pieces of music that show their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) that convey intent and are appropriate to the context .	a. Demonstrate contrasting pieces of music that show their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing), and explain how they convey intent and are appropriate to the context .

Harmonizing Instruments	Novice ~ MU:Pr4.3.H.5	Intermediate ~ MU:Pr4.3.H.8
	a. Demonstrate and explain how intent and consideration of performance context(s) are conveyed through interpretive decisions and elements of music (such as form and harmony) in a varied repertoire of music.	a. Demonstrate and explain how intent and consideration of the social, cultural, and/or historical performance context(s) are conveyed through interpretive decisions and elements of music (such as form and harmony) in a repertoire of music representing contrasting styles .

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in the Section 3: High School Classroom Standards.

MUSIC ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 5

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

Enduring Understanding 5.1 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.

Essential Questions

- When is a performance judged ready to present?
- How do musicians improve the quality of their performance?

Artistic Process • PERFORMING
Process Components • REHEARSE, EVALUATE, REFINE

Pre-K MU:Pr5.1.PK	Kindergarten MU:Pr5.1.K	1st MU:Pr5.1.1	2nd MU:Pr5.1.2	3rd MU:Pr5.1.3	4th MU:Pr5.1.4	5th MU:Pr5.1.5	6th MU:Pr5.1.6	7th MU:Pr5.1.7	8th MU:Pr5.1.8
<p>a. With substantial guidance, practice and demonstrate what they like about their own performances.</p> <p>b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>b. With guidance, use <i>suggested strategies in rehearsal</i> to improve the expressive qualities of music.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. With <i>limited guidance</i>, apply personal, teacher, and peer feedback to refine performances.</p> <p>b. With <i>limited guidance</i>, use suggested strategies in rehearsal to address interpretive challenges of music.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</p> <p>b. Rehearse, <i>identify</i> and apply strategies to address interpretive, performance, and technical challenges of music.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Apply established criteria and feedback to evaluate accuracy of performances.</p> <p>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Apply established or collaboratively selected criteria and feedback to evaluate accuracy and expressiveness of performances.</p> <p>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</p> <p>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. <i>Discuss and</i> apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</p> <p>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</p> <p>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Discuss and apply established, collaboratively developed, and personally developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</p> <p>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</p> <p>c. Respond appropriately to aural and visual cues.</p>

Harmonizing Instruments	Novice ~ MU:Pr5.1.H.5	Intermediate ~ MU:Pr5.1.H.8
	<p>a. Apply self-reflection and teacher-provided criteria to evaluate prepared or improvised ensemble and personal performances.</p> <p>b. Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music (such as form and harmony), and show improvement over time.</p> <p>c. Respond appropriately to teacher-provided cues.</p>	<p>a. Apply self-reflection and teacher-provided and collaboratively developed criteria to evaluate prepared or improvised ensemble and personal performances.</p> <p>b. Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music (such as form and harmony), show improvement over time, and <i>determine when the music is ready to perform</i>.</p> <p>c. Respond appropriately to aural and visual cues.</p>

* **Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.**

MUSIC ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 6

Anchor Standard 6 Convey meaning through the presentation of artistic work.

Enduring Understanding 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.

Essential Questions

- How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical work?
- How do context and the manner in which musical work is presented influence audience response?

Artistic Process Component • **PERFORMING** • **PRESENT**

Pre-K MU:Pr6.1.PK	Kindergarten MU:Pr6.1.K	1st MU:Pr6.1.1	2nd MU:Pr6.1.2	3rd MU:Pr6.1.3	4th MU:Pr6.1.4	5th MU:Pr6.1.5	6th MU:Pr6.1.6	7th MU:Pr6.1.7	8th MU:Pr6.1.8
<p>a. With substantial guidance, perform music with expression.</p> <p>b. Respond appropriately to aural and visual cues.</p> <p>-----</p>	<p>a. With guidance, perform music with expression.</p> <p>b. Perform <i>appropriately for the audience</i>.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. With <i>limited</i> guidance, perform music for a specific purpose with expression.</p> <p>b. Perform appropriately for the audience and purpose.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Perform music for a specific purpose with expression and technical accuracy.</p> <p>b. Perform appropriately for the audience and purpose.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Perform music with expression and technical accuracy.</p> <p>b. Perform appropriately for the audience, venue, and context, demonstrating performance decorum.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Perform music with expression and technical accuracy.</p> <p>b. Perform appropriately for the audience, venue, context, and genre, demonstrating performance decorum.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Perform music with expression, technical accuracy, and interpretation.</p> <p>b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Perform music with <i>stylistic</i> expression, technical accuracy, and interpretation.</p> <p>b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Perform music with <i>stylistic</i> expression, technical accuracy, interpretation, and/or culturally authentic practices.</p> <p>b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.</p> <p>c. Respond appropriately to aural and visual cues.</p>	<p>a. Perform music with <i>stylistic</i> expression, technical accuracy, interpretation, and culturally authentic practices.</p> <p>b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.</p> <p>c. Respond appropriately to aural and visual cues.</p>

Harmonizing Instruments	Novice ~ MU:Pr6.1.H.5	Intermediate ~ MU:Pr6.1.H.8
	<p>a. Perform a varied repertoire of prepared or improvised music, alone or with others, with technical accuracy and appropriate interpretation.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>c. Respond appropriately to teacher-provided cues.</p>	<p>a. Perform a repertoire of prepared or improvised music <i>representing contrasting styles</i>, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>b. Demonstrate performance decorum (such as stage presence and behavior) and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>c. Respond appropriately to aural and visual cues.</p>

* **Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.**

MUSIC ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 7

Anchor Standard 7 Perceive and analyze artistic work.

Enduring Understanding 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question • How do individuals choose music to experience?

Artistic Process • RESPONDING Process Component • SELECT

Pre-K MU:Re7.1.PK

a. With substantial **guidance**, state personal interests and **demonstrate** why they prefer some teacher-provided music selections over others.

Kindergarten MU:Re7.1.K

a. With **guidance**, list personal interests and experiences and **demonstrate** why they prefer some teacher-provided music selections over others.

1st MU:Re7.1.1

a. With *limited guidance*, identify and **demonstrate** how personal interests and experiences influence selection of teacher-provided music for specific **purposes**.

2nd MU:Re7.1.2

a. Explain and **demonstrate** how personal interests and experiences influence selection of teacher-provided music for specific **purposes**.

3rd MU:Re7.1.3

a. **Demonstrate** and identify how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, or **purposes**.

4th MU:Re7.1.4

a. **Demonstrate** and describe how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.

5th MU:Re7.1.5

a. **Demonstrate** and explain how selected music (from teacher- or student-provided options) connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.

6th MU:Re7.1.6

a. Select and explain how *contrasting musical works* (from teacher- or student-provided options) connect to and are influenced by specific interests, experiences, **purposes**, or **contexts**.

7th MU:Re7.1.7

a. Select and *compare* how contrasting musical works (from teacher- or student-provided options) connect to and are influenced by specific interests, experiences, **purposes**, or **contexts**.

8th MU:Re7.1.8

a. Select and compare how a set of contrasting musical works (from teacher- or student-provided options) connect to and are influenced by specific interests, experiences, **purposes**, or **contexts**.

Harmonizing Instruments

Novice ~ MU:Re7.1.H.5

a. **Demonstrate** and describe how selected music (from teacher- or student-provided options), based on characteristics found in the music, connects to and is influenced by interest, **purpose**, or personal experience.

Intermediate ~ MU:Re7.1.H.8

a. **Demonstrate** and compare, using **teacher-developed criteria**, how selected music (from teacher- or student-provided options) connects to and is influenced by interest, **purpose**, or personal experience.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

Anchor Standard 7 (cont'd)

Enduring Understanding 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question • How does understanding the structure and context of music inform a response?

Artistic Process Component • **RESPONDING**
• **ANALYZE**

Pre-K MU:Re7.2.PK	Kindergarten MU:Re7.2.K	1st MU:Re7.2.1	2nd MU:Re7.2.2	3rd MU:Re7.2.3	4th MU:Re7.2.4	5th MU:Re7.2.5	6th MU:Re7.2.6	7th MU:Re7.2.7	8th MU:Re7.2.8
a. With substantial guidance, explore musical contrasts in music.	a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	a. With <i>limited</i> guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	a. Describe and demonstrate how specific music concepts are used to support a specific purpose in music.	a. Demonstrate and identify how a response to music can be informed by the use of the elements of music and by context (such as personal and social).	a. Demonstrate and describe how responses to music are informed by the use of the elements of music and by context (such as social and cultural).	a. Demonstrate and explain how responses to music are informed by the use of the elements of music and by context (such as cultural and historical).	a. Describe how the elements of music and expressive qualities relate to the structure of pieces. b. Identify the context of music from a variety of genres, cultures, and historical periods .	a. Compare how the elements of music and expressive qualities relate to the structure of contrasting pieces. b. Identify and compare the context of music from a variety of genres, cultures, and historical periods .	a. Compare how the elements of music and expressive qualities relate to the structure of contrasting pieces in a set of musical works. b. Identify and compare the contexts of sets of musical works from a variety of genres, cultures, and historical periods .

Harmonizing Instruments	Novice ~ MU:Re7.2.H.5	Intermediate ~ MU:Re7.2.H.8
	a. Identify and demonstrate , giving examples, the use of repetition, similarities, and contrasts in musical selections. b. Identify how social or cultural context informs a response.	a. Demonstrate and describe, giving examples, how the elements of music are manipulated in musical selections. b. Identify how social, cultural, and/or historical context informs a response.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

MUSIC ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8

Anchor Standard 8 Interpret meaning in artistic work.

Enduring Understanding 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question • How do we discern the musical creators' and performers' expressive intent?

Artistic Process • RESPONDING
Process Component • INTERPRET

Pre-K MU:Re8.1.PK	Kindergarten MU:Re8.1.K	1st MU:Re8.1.1	2nd MU:Re8.1.2	3rd MU:Re8.1.3	4th MU:Re8.1.4	5th MU:Re8.1.5	6th MU:Re8.1.6	7th MU:Re8.1.7	8th MU:Re8.1.8
a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	a. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a. With <i>limited</i> guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent .	a. Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .	a. Demonstrate and describe how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' interpretations to reflect expressive intent .	a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' interpretations to reflect expressive intent .	a. Describe a personal interpretation of how creators and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, conveys expressive intent .	a. Describe a personal interpretation of contrasting works and explain how creators and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, conveys expressive intent .	a. Support a personal interpretation of contrasting sets of musical works and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent .

Harmonizing Instruments	Novice ~ MU:Re8.1.H.5	Intermediate ~ MU:Re8.1.H.8
	a. Identify and demonstrate how the expressive qualities and social or cultural context influence performers' interpretations to reflect expressive intent .	a. Identify and <i>explain</i> how the expressive qualities; elements of music; and social, cultural, and/or historical context influence performers' interpretations to reflect expressive intent .

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

MUSIC ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9

Anchor Standard 9 Apply criteria to evaluate artistic work.

Enduring Understanding 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question • How do we judge the quality of musical work(s) and performance(s)?

Artistic Process Component • **RESPONDING** • **EVALUATE**

**Pre-K
MU:Re9.1.PK**

a. With substantial **guidance**, talk about personal and **expressive** preferences in music.

**Kindergarten
MU:Re9.1.K**

a. With **guidance**, apply *personal and expressive preferences in the evaluation of music.*

**1st
MU:Re9.1.1**

a. With *limited guidance*, apply personal and **expressive** preferences in the evaluation of music for specific **purposes**.

**2nd
MU:Re9.1.2**

a. Apply personal and **expressive** preferences in the evaluation of music for specific **purposes**.

**3rd
MU:Re9.1.3**

a. Apply **established criteria** to evaluate *musical works and performances*, identifying appropriateness to the **context**.

**4th
MU:Re9.1.4**

a. Apply **established criteria** to evaluate **musical works and performances**, describing appropriateness to the **context**.

**5th
MU:Re9.1.5**

a. Apply **established criteria** to evaluate **musical works and performances**, explaining appropriateness to the **context**.

**6th
MU:Re9.1.6**

a. Apply **established criteria** to evaluate **musical works and performances**, citing evidence, explaining appropriateness to the **context**.

**7th
MU:Re9.1.7**

a. Apply **established and collaboratively developed criteria** to evaluate **musical works and performances**, citing evidence, explaining appropriateness to the **context**.

**8th
MU:Re9.1.8**

a. Apply **established, collaboratively, and personally developed criteria** to evaluate **musical works and performances**, citing evidence, explaining appropriateness to the **context**.

Harmonizing Instruments

Novice ~ MU:Re9.1.H.5

a. Identify and describe how interest, experiences, and **personal** or **social contexts** affect evaluation, and apply these in **interpreting** music.

Intermediate ~ MU:Re9.1.H.8

a. *Explain* how interest, experiences, and **personal, social, and/or historical contexts** affect evaluation, and apply these in **interpreting a varied repertoire** of music.

*** Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.**

MUSIC ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~10

Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Enduring Understanding 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

Essential Questions

- How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?
- What inspires and informs the creative work of musicians?

Artistic Process • CONNECTING
Process Component • RELATE

Pre-K MU:Cn10.1.PK	Kindergarten MU:Cn10.1.K	1st MU:Cn10.1.1	2nd MU:Cn10.1.2	3rd MU:Cn10.1.3	4th MU:Cn10.1.4	5th MU:Cn10.1.5	6th MU:Cn10.1.6	7th MU:Cn10.1.7	8th MU:Cn10.1.8
<p>a. Explore and imitate sounds found in the environment.</p> <p>b. Imagine and describe places, times, and reasons for making and listening to music.</p> <p>c. Illustrate musical ideas through movements (such as dramatizations of books or stories).</p> <p>d. Manipulate music concepts (such as tempo and dynamics) in order to express ideas.</p>	<p>a. Explore and imitate sounds found in the environment.</p> <p>b. Imagine and describe places, times, and reasons for making and listening to music.</p> <p>c. Illustrate musical ideas through movements (such as dramatizations of books or stories).</p> <p>d. Manipulate music concepts (such as tempo and dynamics) in order to express ideas.</p>	<p>a. Explore and imitate sounds found in the environment.</p> <p>b. Imagine and describe places, times, and reasons for making and listening to music.</p> <p>c. Illustrate musical ideas through movements (such as dramatizations of books or stories).</p> <p>d. Manipulate music concepts (such as tempo, dynamics, and articulations) in order to express ideas.</p>	<p>a. Generate <i>musical soundscapes</i> to portray stories, characters, emotions, and/or ideas.</p> <p>b. <i>Identify</i> places, times, and reasons for making and listening to music.</p> <p>c. Illustrate musical ideas through movements (such as dramatizations of books or stories).</p> <p>d. Manipulate music concepts in order to express ideas.</p>	<p>a. Generate musical soundscapes to portray stories, characters, emotions, and/or ideas.</p> <p>b. <i>Describe</i> places, times, and reasons for making and listening to music.</p> <p>c. Perform folk dances from a variety of cultures.</p> <p>d. Manipulate music concepts in order to express ideas.</p>	<p>a. Create <i>musical ostinati and/or sounds</i> to accompany or portray events, a story, or to illustrate an abstract idea.</p> <p>b. Describe places, times, and reasons for making and listening to music.</p> <p>c. Perform folk dances from a variety of <i>time periods</i> and/or cultures.</p> <p>d. Manipulate music concepts in order to express ideas.</p>	<p>a. Create musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.</p> <p>b. Describe places, times, and reasons for making and listening to music.</p> <p>c. Perform folk dances from a variety of time periods and cultures.</p> <p>d. <i>Identify how sound is created on a variety of instruments and other sound sources</i>.</p>	<p>a. Create musical ostinati and motifs to accompany or portray events, a story, or to illustrate an abstract idea.</p> <p>b. <i>Relate music to personal accomplishments and experiences</i>.</p> <p>c. Express and/or share a musical idea or emotion by using technological resources.</p> <p>d. Identify how sound is created on a variety of instruments and other sound sources.</p>	<p>a. <i>Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music</i>.</p> <p>b. Relate music to personal accomplishments and experiences.</p> <p>c. Express and/or share an original musical idea or emotion by using technological resources.</p> <p>d. <i>Describe</i> how sound is created on a variety of instruments and other sound sources.</p>	<p>a. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.</p> <p>b. <i>With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.</i></p> <p>c. Express and share an original musical idea or emotion using technological resources.</p> <p>d. <i>Explain</i> how sound is created on a variety of instruments and other sound sources.</p>

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.

Harmonizing Instruments	Novice ~ MU:Cn10.1.H.5	Intermediate ~ MU:Cn10.1.H.8
	<p>a. Improvise musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.</p> <p>b. Discuss places, times, and reasons for making and listening to music.</p> <p>c. Consider personal accomplishments and experiences in shaping new musical goals.</p> <p>d. Identify how sound is created on a familiar instrument and other sound sources.</p>	<p>a. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.</p> <p>b. <i>With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.</i></p> <p>c. Describe effective strategies for reaching a musical goal that is of importance to you.</p> <p>d. Express and share an original musical idea or emotion using instrumental resources.</p>

MUSIC ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~11

Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Enduring Understanding 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

Essential Questions

- How does music help us understand the lives of people of different times, places, and cultures?
- How does music help preserve personal and cultural insights and values?

Artistic Process • CONNECTING
Process Component • INTERRELATE

Pre-K MU:Cn11.1.PK	Kindergarten MU:Cn11.1.K	1st MU:Cn11.1.1	2nd MU:Cn11.1.2	3rd MU:Cn11.1.3	4th MU:Cn11.1.4	5th MU:Cn11.1.5	6th MU:Cn11.1.6	7th MU:Cn11.1.7	8th MU:Cn11.1.8
<p>a. Perform/Explore folk music from a variety of cultures.</p> <p>b. With substantial guidance, explore personal preferences for varied musical styles and repertoire.</p>	<p>a. Explore folk music from a variety of cultures and <i>discuss the music's culture of origin</i>.</p> <p>b. With guidance, <i>discuss</i> preferences for varied musical styles and repertoire.</p>	<p>a. Perform folk music from a variety of cultures and discuss the music's culture of origin.</p> <p>b. With <i>limited guidance</i>, <i>state</i> preferences for varied musical styles and repertoire.</p>	<p>a. Perform folk music from a variety of cultures and <i>identify</i> the music's culture of origin.</p> <p>b. <i>Describe and document</i> preferences for varied musical styles and repertoire.</p>	<p>a. Perform folk music from a variety of cultures and <i>identify</i> the music's <i>role(s)</i> or <i>meaning</i> in its culture of origin.</p> <p>b. <i>Document and preserve musical ideas or insights from varied musical styles and repertoire, using standard notation, as appropriate to the musical tradition</i>.</p>	<p>a. Perform folk music from a variety of cultures and <i>identify</i> the music's <i>role(s)</i> and <i>meaning</i> in its culture of origin.</p> <p>b. Document and preserve musical ideas or insights from varied musical styles and repertoire, using standard notation as appropriate to the musical tradition.</p>	<p>a. Perform folk music from a variety of cultures, <i>including some in foreign languages</i>, and <i>identify</i> the music's <i>role(s)</i> and <i>meaning</i> in its culture of origin.</p> <p>b. Document and preserve musical ideas or insights from varied musical styles and repertoire, using standard notation as appropriate to the musical tradition.</p>	<p>a. Perform folk music from a variety of cultures, <i>including some in foreign languages</i>, and <i>describe</i> the music's <i>role(s)</i> and <i>meaning</i> in its culture of origin.</p> <p>b. Use technological resources to preserve musical ideas from varied musical styles and repertoire as appropriate to the musical tradition.</p>	<p>a. Perform folk music from a variety of cultures, <i>including some in foreign languages</i>, and <i>explain</i> the music's <i>role(s)</i> and <i>meaning</i> in its culture of origin.</p> <p>b. <i>Identify the cultural, social, and political uses for music</i>.</p> <p>c. Explore the skills and knowledge necessary to pursue a musical role in the community.</p>	<p>a. Perform folk music from a variety of cultures, <i>including some in foreign languages</i>, and <i>explain</i> the music's <i>role(s)</i> and <i>meaning</i> in its culture of origin, <i>citing sources</i>.</p> <p>b. <i>Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or of a society</i>.</p> <p>c. Explore career opportunities in the field of music.</p>

Harmonizing Instruments	Novice ~ MU:Cn11.1.H.5	Intermediate ~ MU:Cn11.1.H.8
	<p>a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures.</p> <p>b. Identify the cultural and social uses for music.</p> <p>c. Identify ways in which music is used to represent and reflect group identity.</p>	<p>a. Explore the skills and knowledge necessary to pursue vocational and avocational opportunities in the musical community.</p> <p>b. Identify the cultural, social, and political uses for music.</p> <p>c. Explain ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or of a society.</p>

*** Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.**

NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters

DA=Dance **MA**=Media Arts **MU**=Music **TH**=Theatre **VA**=Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter

Cr Creating
Pr Performing/Presenting/Producing
Re Responding
Cn Connecting

Each anchor standard is assigned a number

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: **1.1, 1.2**. ".1" follows the AS number *even when there is only one* Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral

PK = Pre-Kindergarten K = Kindergarten 1,2,3,4,5,6,7,8 for grades 1-8
 HSI = HS Proficient HSII = HS Accomplished HSIII = HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter *even when there is only one*. The first performance indicator is "a", the next "b", and so on.

For special Music Strands (only) there is another set of codes, indicated with an upper case letter

** does not apply to General Music, Pk-8*

H = Harmonizing Instruments E = Traditional and Emerging Ensembles
 C = Composition and Theory T = Technology

SECTION 2

Traditional & Emerging Ensembles

- Novice (5/6)
- Intermediate (7/8)
- Proficient (HSI)
- Accomplished (HSII)
- Advanced (HSIII)

Music Coding Example for Section 2

Special Strands

- **First** position indicates the discipline. It is always followed by a colon (:).
- **Second** position (following the colon) indicates the Artistic Process.
- **Third** position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."
- **Fourth** position indicates the STRAND
- **Fifth** position indicates the expected level of performance
- **Sixth** position indicates the Performance Indicator

MU – Music
Cr – Creating
1.1 – Anchor Standard + Enduring Understanding
E – Traditional and Emerging ENSEMBLES Strand
HSI – Proficient Level, High School
a – Performance Indicator

Strand Levels

are different than grade levels

- **Novice** is indicated by the number 5, but includes Grades 5-6
- **Intermediate** is indicated by the number 8, but includes Grades 7-8
- **HSI (Proficient), HSII (Accomplished), and HSIII (Advanced)** indicate expected performance levels as students progress through a 1-3 unit sequence or 1-5 unit sequence

MU:Cr1.1.E.HSI

a. Generate melodic, rhythmic, and timbral ideas for contrasting phrases.

Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

Italicized words or phrases indicate increased rigor from the previous level in a particular cognitive or skill area.

Anchor Standard 1 **Generate and conceptualize artistic ideas and work.**

Artistic Process **CREATING**
Process Component **IMAGINE** ~ *Generate musical ideas for various purposes and contexts.*

Enduring Understanding 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question • How do musicians generate creative ideas?

Novice - 5th MU:Cr1.1.E.5	Intermediate - 8th MU:Cr1.1.E.8	HS Proficient MU:Cr1.1.E.HSI	HS Accomplished MU:Cr1.1.E.HSII	HS Advanced MU:Cr1.1.E.HSIII
a. Generate melodic, rhythmic, and timbral ideas.	a. Generate melodic, rhythmic, and timbral ideas, based on characteristic(s) of music or text(s) studied in rehearsal.	a. Generate melodic, rhythmic, and timbral ideas for contrasting phrases.	a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.	a. Generate melodic, rhythmic, timbral, and implied harmonic ideas for compositions.

Anchor Standard 2 **Organize and develop artistic ideas and work.**

Artistic Process **CREATING**
Process Components **PLAN, MAKE** ~ *Select and develop musical ideas for defined purposes and contexts.*

Enduring Understanding 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question • How do musicians make creative decisions?

Novice - 5th MU:Cr2.1.E.5	Intermediate - 8th MU:Cr2.1.E.8	HS Proficient MU:Cr2.1.E.HSI	HS Accomplished MU:Cr2.1.E.HSII	HS Advanced MU:Cr2.1.E.HSIII
a. Select from and develop previously generated ideas into musical patterns.	a. Select from and develop previously generated ideas into musical patterns that demonstrate particular content of music or texts studied in rehearsal.	a. Select from and develop previous ideas to create contrasting phrases.	a. Select from and develop previous ideas to create complete passages of music.	a. Select from and develop previous ideas to create compositions, improvisations, and arrangements.
b. Preserve drafts of creative work through standard notation and/or recording technology.	b. Preserve drafts of creative work through standard notation and/or recording technology.	b. Preserve drafts of creative work through standard notation and recording technology.	b. Preserve drafts of creative work through standard notation and recording technology.	b. Preserve drafts of creative work through standard notation and recording technology.

Anchor Standard 3 **Refine and complete artistic work.**

Artistic Process **CREATING**
Process Components **EVALUATE, REFINE** ~ *Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.*

Enduring Understanding 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question • How do musicians improve the quality of their creative work?

Novice - 5th MU:Cr3.1.E.5	Intermediate - 8th MU:Cr3.1.E.8	HS Proficient MU:Cr3.1.E.HSI	HS Accomplished MU:Cr3.1.E.HSII	HS Advanced MU:Cr3.1.E.HSIII
a. Evaluate and refine created patterns based on teacher-provided criteria.	a. Evaluate and refine created musical patterns that demonstrate particular content of music or texts studied in rehearsal, based on collaboratively selected criteria.	a. Evaluate and refine created contrasting phrases, based on feedback and collaboratively developed criteria.	a. Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria.	a. Evaluate and refine compositions, improvisations and arrangements, based on feedback and personally identified goals.

Artistic Process **CREATING**
Process Component **PRESENT** ~ *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*

Enduring Understanding 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question • When is creative work ready to share?

Novice - 5th MU:Cr3.2.E.5	Intermediate - 8th MU:Cr3.2.E.8	HS Proficient MU:Cr3.2.E.HSI	HS Accomplished MU:Cr3.2.E.HSII	HS Advanced MU:Cr3.2.E.HSIII
a. Share created patterns, individually or as an ensemble.	a. Share created patterns that demonstrate particular melodic and rhythmic content of music or texts studied in rehearsal, individually or as an ensemble.	a. Share created contrasting phrases, individually or as an ensemble.	a. Share created musical passages, individually or as an ensemble.	a. Share compositions, improvisations, and arrangements, individually or as an ensemble.

Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.

Artistic Process Process Component **PERFORMING SELECT** ~ *Select varied musical works to present, based on interest, knowledge, technical skill, and context.*

Enduring Understanding 4.1 Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

Essential Question • How do performers select repertoire?

Novice - 5th
MU:Pr4.1.E.5

a. Select varied **repertoire** to study (*from teacher- or student-provided options*) based on interest, **music literacy**, an understanding of the **structure** of the music, **context**, and the **technical skill** of the individual or **ensemble**.

Intermediate - 8th
MU:Pr4.1.E.8

a. Select varied **repertoire** to study (*from teacher- or student-provided options*) based on **music literacy**, *an understanding of formal design* in the music, **context**, and the **technical skill** of the individual and **ensemble**.

HS Proficient
MU:Pr4.1.E.HSI

a. Select varied **repertoire** to study (*from teacher- or student-provided options*) based on **music literacy**, an understanding of **formal design** in the music, **context**, and the **technical skill** of the individual and **ensemble**.

HS Accomplished
MU:Pr4.1.E.HSII

a. *Explain the criteria used to select varied repertoire to study (from teacher- or student-provided options) based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.*

HS Advanced
MU:Pr4.1.E.HSIII

a. Develop and apply **criteria** to select varied **programs** to study and perform based on an understanding of **theoretical** and **structural** characteristics and **expressive challenges** in the music, the **technical skill** of the individual or **ensemble**, and the **purpose and context** of the **performance**.

Anchor Standard 4 cont'd Select, analyze, and interpret artistic work for presentation.

Artistic Process Process Component **PERFORMING ANALYZE** ~ *Analyze the structure and context of varied musical works and their implications for performance.*

Enduring Understanding 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question • How does understanding the structure and context of musical works inform performance?

Novice - 5th
MU:Pr4.2.E.5

a. Compare **phrases**, using aural indication and **notation**, in a **piece** of music to discover **simple forms** and inform **performance**.

Intermediate - 8th
MU:Pr4.2.E.8

a. Use **standard notation and aural skills** to identify *how knowledge of simple forms, in varied styles,* informs **performance**.

HS Proficient
MU:Pr4.2.E.HSI

a. Use **standard notation** and aural skills to identify how the **form and structural aspects** of a **piece** affect and inform its **performance**.

HS Accomplished
MU:Pr4.2.E.HSII

a. **Demonstrate** how **compositional devices** and **structural aspects** of **musical works** may affect **performances**.

HS Advanced
MU:Pr4.2.E.HSIII

a. *Document and demonstrate* how **compositional devices** and **structural aspects** of **musical works** may affect **performances**.

Artistic Process Process Component **PERFORMING INTERPRET** ~ *Develop personal interpretations that consider creators' intent.*

Enduring Understanding 4.3 Performers make interpretive decisions based on their understanding of context and intent.

Essential Question • How do performers interpret musical works?

Novice - 5th
MU:Pr4.3.E.5

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

Intermediate - 8th
MU:Pr4.3.E.8

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

HS Proficient
MU:Pr4.3.E.HSI

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

HS Accomplished
MU:Pr4.3.E.HSII

a. **Demonstrate** how understanding *the style, genre, and context* of a varied **repertoire** of music influences **prepared** and/or **improvised performances**, and the performers' **ability** to *connect with the audience*.

HS Advanced
MU:Pr4.3.E.HSIII

a. **Demonstrate** how understanding the **style, genre, and context** of a varied **repertoire** of music *informs prepared and/or improvised performances* and the performers' **ability** to connect with the audience.

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

Artistic Process Process Components **PERFORMING REHEARSE, EVALUATE, REFINE** ~ Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Enduring Understanding 5.1 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.

- Essential Questions**
- How do musicians improve the quality of their performance?
 - When is musical work ready to present?

Novice - 5th MU:Pr5.1.E.5

a. Use teacher-provided **feedback** and strategies to **refine** individual and **ensemble performances**.

b. Respond appropriately to specific aural and visual cues (such as entrances, **dynamics**, and fermatas.)

Intermediate - 8th MU:Pr5.1.E.8

a. Use teacher and student **feedback** to develop strategies that address **technical challenges** to **refine performances**.

b. Respond appropriately to specific aural and visual cues (such as **phrasing, expression, and articulations**).

HS Proficient MU:Pr5.1.E.HSI

a. Use teacher and student **feedback** to develop strategies that address **expressive** challenges to **refine performances**.

b. *Identify the need* for aural and visual cues.

HS Accomplished MU:Pr5.1.E.HSII

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

b. *Initiate* aural and visual cues.

HS Advanced MU:Pr5.1.E.HSIII

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

b. *Conduct or lead by providing* aural and visual cues.

Anchor Standard 6 Convey meaning through the presentation of artistic work.

Artistic Process Process Component **PERFORMING PRESENT** ~ Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding 6.1 The effectiveness of a performance is based on criteria that vary across time, place, and cultures.

- Essential Question**
- How does a musician convey artistry in a public performance?

Novice - 5th MU:Pr6.1.E.5

a. **Demonstrate** attention to **technical accuracy** in **prepared** and/or **improvised performances**.

Intermediate - 8th MU:Pr6.1.E.8

a. **Demonstrate** attention to **technical accuracy** and **expressive qualities** in **prepared** and/or **improvised performances**.

HS Proficient MU:Pr6.1.E.HSI

a. **Demonstrate** attention to **technical accuracy** and **expressive qualities** in **prepared** and/or **improvised performances** of varied **repertoire**.

HS Accomplished MU:Pr6.1.E.HSII

a. **Demonstrate** *mastery of the technical demands and an understanding of the expressive qualities* of the music in **prepared** and/or **improvised performances** of a varied **repertoire** representing diverse **cultures, styles, genres, and historical periods**.

HS Advanced MU:Pr6.1.E.HSIII

a. **Demonstrate** an *understanding and mastery* of the **technical demands** and the **expressive qualities** of the music through **prepared** and/or **improvised performances** of a varied **repertoire** representing diverse **cultures, styles, genres, and historical periods** in *multiple types of ensembles*.

Anchor Standard 7 Perceive and analyze artistic work.

Artistic Process **RESPONDING**
Process Component **SELECT** ~ Choose music appropriate for a specific purpose or context.

Enduring Understanding 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question

- How do individuals choose music to experience?

Novice - 5th
MU:Re7.1.E.5

a. Identify reasons for selecting music (from teacher- or student- provided options), based on characteristics found in the music, **connection** to interest, and **purpose** or **context**.

Intermediate - 8th
MU:Re7.1.E.8

a. Explain reasons for selecting music (from teacher- or student- provided options) by *citing* characteristics found in the music and **connections** to interest, **purpose**, and **context**.

HS Proficient
MU:Re7.1.E.HSI

a. Apply **criteria** for selecting music (from teacher- or student- provided options) for *specified purposes*, supporting choices by citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.

HS Accomplished
MU:Re7.1.E.HSII

a. Apply **criteria** for selecting music (from teacher- or student- provided options) for a *variety of purposes*, justifying choices by *citing knowledge of the music and the specified purpose* and **context**.

HS Advanced
MU:Re7.1.E.HSIII

a. Use *research and personally-developed criteria* to justify choices made when selecting music by citing knowledge of the music, and *individual and ensemble purpose* and **context**.

Artistic Process **RESPONDING**
Process Component **ANALYZE** ~ Analyze how the structure and context of varied musical works inform the response.

Enduring Understanding 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question

- How does understanding the structure and context of music inform a response?

Novice - 5th
MU:Re7.2.E.5

a. Identify how knowledge of **context** and the use of repetition, similarities, and contrasts inform the response to music.

Intermediate - 8th
MU:Re7.2.E.8

a. Describe how *understanding context* and the way that the **elements of music** are manipulated informs the response to music.

HS Proficient
MU:Re7.2.E.HSI

a. Explain how the **analysis of passages** and understanding the way that the **elements of music** are manipulated informs the response to music.

HS Accomplished
MU:Re7.2.E.HSII

a. Explain how the **analysis of structures and contexts** informs the response to music.

HS Advanced
MU:Re7.2.E.HSIII

a. **Demonstrate** and justify how the **analysis of structures, contexts**, and **performance decisions** informs the response to music.

Anchor Standard 8 Interpret meaning of artistic work.

Artistic Process **RESPONDING**
Process Component **INTERPRET** ~ Support interpretations of musical works that reflect creators'/performers' expressive intent.

Enduring Understanding 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

- How do we discern musical creators' and performers' expressive intent?

Novice - 5th
MU:Re8.1.E.5

a. Identify **interpretations** of the **expressive intent** and meaning of **musical works**, referring to the **elements of music, contexts**, and (when appropriate) the **setting of the text**.

Intermediate - 8th
MU:Re8.1.E.8

a. Identify and support **interpretations** of the **expressive intent** and meaning of **musical works**, *citing as evidence the treatment of the elements of music, contexts*, and (when appropriate) the **setting of the text**.

HS Proficient
MU:Re8.1.E.HSI

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

HS Accomplished
MU:Re8.1.E.HSII

a. Support **interpretations** of the **expressive intent** and meaning of **musical works**, *citing as evidence the treatment of the elements of music, contexts*, and (when appropriate) the **setting of the text**, and *research*.

HS Advanced
MU:Re8.1.E.HSIII

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

Anchor Standard 9 Apply criteria to evaluate artistic work.

Artistic Process **RESPONDING**
Process Component **EVALUATE** ~ Support evaluations of musical works and performances, based on analysis, interpretation, and established criteria.

Enduring Understanding 9.1 The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Essential Question

- How do we judge the quality of musical work(s) and performance(s)?

Novice - 5th
MU:Re9.1.E.5

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

Intermediate - 8th
MU:Re9.1.E.8

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

HS Proficient
MU:Re9.1.E.HSI

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

HS Accomplished
MU:Re9.1.E.HSII

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

HS Advanced
MU:Re9.1.E.HSIII

a. Develop and justify evaluations of music, **programs of music**, and **performances**, based on **criteria**, *personal decision making, research*, and *understanding of context*.

Anchor Standard 10 **Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**

Artistic Process Process Component **CONNECTING**
RELATE ~ *Synthesize and relate knowledge and personal experiences to make music.*

Enduring Understanding 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

Essential Questions

- How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?
- What inspires and informs the creative work of musicians?

Novice - 5th MU:Cn10.1.E.5	Intermediate - 8th MU:Cn10.1.E.8	HS Proficient MU:Cn10.1.E.HSI	HS Accomplished MU:Cn10.1.E.HSII	HS Advanced MU:Cn10.1.E.HSIII
a. Improvise musical motifs to accompany or portray events, a story, or to illustrate an abstract idea.	a. Describe effective strategies for reaching a musical goal that is of importance to you.	a. Reflect on past and current musical interests, people, and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore .	a. Identify and implement ways to use music to serve others, and describe the effect of the experience.	a. Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience.
b. Relate musical experiences to personal accomplishments in order to create new goals.	b. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.	-----	-----	-----
-----	c. With teacher guidance , identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.	-----	-----	-----

Anchor Standard 11 **Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.**

Artistic Process Process Component **CONNECTING**
INTERRELATE ~ *Relate musical ideas and works to varied contexts and daily life to deepen understanding.*

Enduring Understanding 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

Essential Questions

- How does music help us understand the lives of people of different times, places, and cultures?
- How does music help preserve personal and cultural insights and values?

Novice - 5th MU:Cn11.1.E.5	Intermediate - 8th MU:Cn11.1.E.8	HS Proficient MU:Cn11.1.E.HSI	HS Accomplished MU:Cn11.1.E.HSII	HS Advanced MU:Cn11.1.E.HSIII
a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures .	a. Identify the cultural, social, and political uses for music.	a. Describe the role of music in significant social and historical events.	a. Appraise the effect of a musician or a group of musicians on a society, and identify the contributing factors to their ability to have that effect.	a. Plan and develop pathways for contribution, support, or participation in the community's musical future.
b. Identify ways in which music is used to represent and reflect group identity.	b. Explore the skills and knowledge necessary to pursue a musical role in the community. Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or society.	b. Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work.	b. Investigate and explain a specific music vocation and its role in society.	b. Identify multiple instances of small and large scale musical innovation , determine root causes that may have prompted the innovation , and describe the reaction of the prevailing culture to the innovation .
-----	c. Explore career opportunities in the field of music.	c. Identify and describe the contributions of community organizations that promote music.	c. Apply the understanding of social, cultural, and historical context in developing musical interpretations .	-----
-----	-----	d. Investigate a broad range of career opportunities in the field of music, (e.g., production, promotion, administration, etc.).	-----	-----

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Each anchor standard is assigned a number

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: **1.1, 1.2**. ".1" follows the AS number *even when there is only one* Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral

PK = Pre-Kindergarten K = Kindergarten 1,2,3,4,5,6,7,8 for grades 1-8
HSI = HS Proficient HSII = HS Accomplished HSIII = HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter *even when there is only one*. The first performance indicator is "a", the next "b", and so on.

For special Music Strands (only) there is another set of codes, indicated with an upper case letter

** does not apply to General Music, Pk-8*

H = Harmonizing Instruments E = Traditional and Emerging Ensembles
C = Composition and Theory T = Technology



SECTION 3 HS Classroom Music

Composition & Theory Harmonizing Instruments Technology

- Proficient (HSI)
- Accomplished (HSII)
- Advanced (HSIII)

Music Coding Example for Section 3

H = Harmonizing Instruments

C = Composition and Theory

T = Technology

Special Strands

- **First** position indicates the discipline. It is always followed by a colon (:).
- **Second** position (following the colon) indicates the Artistic Process.
- **Third** position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."
- **Fourth** position indicates the STRAND
- **Fifth** position indicates the expected level of performance
- **Sixth** position indicates the Performance Indicator

MU – Music
Cr – Creating
3.1 – Anchor Standard + Enduring Understanding
T – Technology Strand
HSIII – Advanced Level, High School
a – Performance Indicator

Strand Levels

- are different than grade levels*
- **Novice** is indicated by the number 5, but includes Grades 5-6
 - **Intermediate** is indicated by the number 8, but includes Grades 7-8
 - **HSI (Proficient), HSII (Accomplished), and HSIII (Advanced)** indicate expected performance levels as students progress through a 1-3 unit sequence or 1-5 unit sequence

MU:Cr3.1.T.HSIII

a. *Research, identify, explain,* and apply **student-developed criteria** to assess and **refine the technical and expressive aspects** of evolving drafts leading to final versions.

Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

Italicized words or phrases indicate increased rigor from the previous level in a particular cognitive or skill area.

Anchor Standard 1 **Generate and conceptualize artistic ideas and work.**

Artistic Process **CREATING**
Process Component **IMAGINE** ~ *Generate musical ideas for various purposes and contexts.*

Enduring Understanding 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question • How do musicians generate creative ideas?

Composition and Theory (C)	HS Proficient MU:Cr1.1.C.HSI a. Generate melodic and rhythmic ideas for improvisations and compositions (such as one-part, cyclical, or binary).	HS Accomplished MU:Cr1.1.C.HSII a. Generate melodic, rhythmic, and harmonic ideas for improvisations and compositions (such as binary, rondo, or ternary).	HS Advanced MU:Cr1.1.C.HSIII a. Generate melodic, rhythmic, and harmonic ideas for use in moderately complex or complex forms .
Harmonizing Instruments (H)	HS Proficient MU:Cr1.1.H.HSI a. Generate single-line melodic, rhythmic, and implied harmonic ideas for improvisations and compositions (forms such as theme and variation or 12-bar blues). b. Generate a variety of harmonic patterns using three or more chords for given melodies.	HS Accomplished MU:Cr1.1.H.HSII a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (forms such as rounded binary or rondo), improvisation, and accompaniment patterns in a variety of styles . b. Generate harmonizations for given melodies .	HS Advanced MU:Cr1.1.H.HSIII a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (representing a variety of forms and styles), and improvisations in several different styles . b. Generate stylistically appropriate harmonizations for given melodies .
Technology (T)	HS Proficient MU:Cr1.1.T.HSI a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations, using digital tools .	HS Accomplished MU:Cr1.1.T.HSII a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations, using digital tools and digital resources .	HS Advanced MU:Cr1.1.T.HSIII a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations in variety of forms and styles that incorporate digital tools, digital resources, and digital systems .

Anchor Standard 2 **Organize and develop artistic ideas and work.**

Artistic Process **CREATING**
Process Components **PLAN, MAKE** ~ *Select and develop musical ideas for defined purposes and contexts.*

Enduring Understanding 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question • How do musicians make creative decisions?

Composition and Theory (C)	HS Proficient MU:Cr2.1.C.HSI a. Select, develop, and organize melodic and rhythmic ideas in drafts of music within simple forms (such as one-part, cyclical, or binary) and describe their development.	HS Accomplished MU:Cr2.1.C.HSII a. Select, develop, and organize melodic, rhythmic, and harmonic ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary) and explain their development.	HS Advanced MU:Cr2.1.C.HSIII a. Select, develop, and organize melodic, rhythmic, and harmonic ideas in drafts of music within a variety of moderately complex or complex forms and analyze their development.
Harmonizing Instruments (H)	HS Proficient MU:Cr2.1.H.HSI a. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as theme and variation or 12-bar blues), improvisations, and three-or-more-chord accompaniments in a variety of patterns .	HS Accomplished MU:Cr2.1.H.HSII a. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, and accompaniment patterns in a variety of styles, and harmonizations for given melodies .	HS Advanced MU:Cr2.1.H.HSIII a. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies .
Technology (T)	HS Proficient MU:Cr2.1.T.HSI a. Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work, using digital and analog tools .	HS Accomplished MU:Cr2.1.T.HSII a. Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work that exhibits unity and variety, using digital and analog tools, and digital resources .	HS Advanced MU:Cr2.1.T.HSIII a. Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work that exhibits unity, variety, complexity, and coherence, using digital and analog tools, digital resources, and digital systems .

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 3 Refine and complete artistic work.

Artistic Process **CREATING**
Process Components **EVALUATE, REFINE** ~ Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Enduring Understanding 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question • How do musicians improve the quality of their creative work?

Composition and Theory (C)	HS Proficient MU:Cr3.1.C.HSI a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	HS Accomplished MU:Cr3.1.C.HSII a. Identify, describe, and apply <i>selected</i> teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	HS Advanced MU:Cr3.1.C.HSIII a. <i>Research</i> , identify, <i>explain</i> , and apply student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
Harmonizing Instruments (H)	HS Proficient MU:Cr3.1.H.HSI a. Identify, describe, and apply established criteria to assess and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns.	HS Accomplished MU:Cr3.1.H.HSII a. Identify, describe, and apply <i>selected</i> teacher-provided and/or student-developed criteria to assess and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles , and harmonizations for given melodies .	HS Advanced MU:Cr3.1.H.HSIII a. <i>Research</i> , identify, <i>explain</i> , and apply student-developed criteria to assess and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles , and stylistically appropriate harmonizations for given melodies .
Technology (T)	HS Proficient MU:Cr3.1.T.HSI a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	HS Accomplished MU:Cr3.1.T.HSII a. Identify, describe, and apply <i>selected</i> teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	HS Advanced MU:Cr3.1.T.HSIII a. <i>Research</i> , identify, <i>explain</i> , and apply student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Anchor Standard 3 cont'd Refine and complete artistic work.

Artistic Process **CREATING**
Process Component **PRESENT** ~ Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Enduring Understanding 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question • When is creative work ready to share?

Composition and Theory (C)	HS Proficient MU:Cr3.2.C.HSI a. Share music through the use of notation, performance, or technology , and demonstrate how the elements of music have been employed to realize expressive intent .	HS Accomplished MU:Cr3.2.C.HSII a. Share music through the use of notation, performance, or technology , and demonstrate how the elements of music and compositional techniques have been employed to realize expressive intent .	HS Advanced MU:Cr3.2.C.HSIII a. Share music through the use of notation, performance, or technology , and demonstrate how the elements of music, compositional techniques and processes have been employed to realize expressive intent .
Harmonizing Instruments (H)	HS Proficient MU:Cr3.2.H.HSI b. Describe the given context and performance medium for presenting personal works, and how they affect the final composition and presentation .	HS Accomplished MU:Cr3.2.H.HSII b. Describe the <i>selected</i> contexts and performance media for presenting personal works, and <i>explain why</i> they <i>successfully</i> affect the final composition and presentation .	HS Advanced MU:Cr3.2.H.HSIII b. Describe a <i>variety of possible</i> contexts and media for presenting personal works, and <i>explain and compare how each could affect the success of</i> the final composition and presentation .
Technology (T)	HS Proficient MU:Cr3.2.T.HSI a. Perform final versions of compositions (forms such as theme and variation or 12-bar blues), improvisations , and three-or-more-chord accompaniments in a variety of patterns, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	HS Accomplished MU:Cr3.2.T.HSII a. Perform final versions of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	HS Advanced MU:Cr3.2.T.HSIII a. Perform final versions of a <i>collection of compositions (representing a variety of forms and styles), improvisations in several different styles</i> , and <i>stylistically appropriate</i> harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .
Technology (T)	HS Proficient MU:Cr3.2.T.HSI a. Share compositions or improvisations that demonstrate musical and technological craftsmanship through the use of analog and digital tools .	HS Accomplished MU:Cr3.2.T.HSII a. Share compositions and improvisations that demonstrate musical and technological craftsmanship through the use of analog and digital tools, and digital resources .	HS Advanced MU:Cr3.2.T.HSIII a. Share a <i>collection of musical creations representing varied styles and genres</i> that demonstrates musical and technological craftsmanship through the use of digital and analog tools, digital resources, and digital systems .

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.

Artistic Process **PERFORMING**
Process Component **SELECT** ~ *Select varied musical works to present, based on interest, knowledge, technical skill, and context.*

Enduring Understanding 4.1 Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

Essential Question • How do performers select repertoire?

Anchor Standard	HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Pr4.1.C.HSI a. Select, using teacher-developed criteria , specific passages of music, based on theoretical and structural characteristics, interest, and an understanding of the performer's technical skill .	MU:Pr4.1.C.HSII a. Select, using teacher-developed and/or student-developed criteria , specific passages and sections , based on theoretical and structural characteristics, interest, and an understanding of the performer's technical skill .	MU:Pr4.1.C.HSIII a. Select, using student-developed criteria , specific movements or entire works , based on theoretical and structural characteristics, interest, and an understanding of the performer's technical skill .
Harmonizing Instruments (H)	MU:Pr4.1.H.HSI a. Select, using established criteria , a varied repertoire of music for individual or small group performances , based on an understanding of theoretical and structural characteristics of the music, personal interest, knowledge, personal and others' technical skills , as well as the purpose and/or context of the performance(s) .	MU:Pr4.1.H.HSII a. <i>Explain the criteria used</i> in selecting a varied repertoire of music for individual and small group performances , based on an understanding of theoretical and structural characteristics of the music, expressive challenges , personal interest, knowledge, personal and others' technical skills , as well as the purpose and/or context of the performance(s) .	MU:Pr4.1.H.HSIII a. <i>Develop and apply individually developed criteria</i> for selecting a varied repertoire for a program of music for individual and small group performances , based on an understanding of theoretical and structural characteristics of the music, expressive challenges , personal interest, knowledge, personal and others' technical skills , as well as the purpose and/or context of the performance(s) .
Technology (T)	MU:Pr4.1.T.HSI a. Select, using teacher-developed criteria , a varied repertoire of music, based on interests, and an understanding of the performer's technical and technological skill .	MU:Pr4.1.T.HSII a. Select, using teacher-developed and/or student-developed criteria , a varied repertoire of music, based on interests, an <i>understanding of the theoretical and structural characteristics of the music</i> , and the performer's technical skill , using digital tools and digital resources .	MU:Pr4.1.T.HSIII a. Select, using student-developed criteria , <i>varied programs</i> , based on interests, an understanding of the theoretical and structural characteristics, <i>as well as expressive challenges in the music</i> , and the performer's technical skill , using digital tools, digital resources, and digital systems .

Anchor Standard 4 cont'd Select, analyze, and interpret artistic work for presentation.

Artistic Process **PERFORMING**
Process Component **ANALYZE** ~ *Analyze the structure and context of varied musical works and their implications for performance.*

Enduring Understanding 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question • How does understanding the structure and context of musical works inform performance?

Anchor Standard	HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Pr4.2.C.HSI a. Describe how structural aspects and the elements of music inform prepared and improvised performances .	MU:Pr4.2.C.HSII a. Explain how structural aspects and the elements of music relate to the style, function, and context and inform prepared and improvised performances .	MU:Pr4.2.C.HSIII a. <i>Analyze</i> how the structural aspects, elements of music, and compositional techniques of selected works relate to the style, function, and context , and inform prepared and improvised performances .
Harmonizing Instruments (H)	MU:Pr4.2.H.HSI a. Identify and describe important theoretical and structural characteristics and context in a varied repertoire of music and the implications for prepared and improvised performances .	MU:Pr4.2.H.HSII a. Identify, describe, and demonstrate how theoretical and structural characteristics and context in a varied repertoire of music <i>inform and influence</i> prepared and improvised performances .	MU:Pr4.2.H.HSIII a. <i>Examine, evaluate, and critique</i> how theoretical and structural characteristics and context in a varied repertoire of music <i>selected for performance programs</i> <i>inform and influence</i> prepared and improvised performances .
Technology (T)	MU:Pr4.2.T.HSI a. Describe how context, structural aspects of the music, and digital tools inform prepared and improvised performances .	MU:Pr4.2.T.HSII a. Describe and demonstrate how context, theoretical and structural aspects of the music, and digital tools <i>inform and influence</i> prepared and improvised performances .	MU:Pr4.2.T.HSIII a. <i>Examine, evaluate and critique</i> how context, theoretical and structural aspects of the music, and digital tools <i>inform and influence</i> prepared and improvised performances .

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 4 cont'd Select, analyze and interpret artistic work for presentation.

Artistic Process **PERFORMING**
Process Component **INTERPRET** ~ *Develop personal interpretations that consider creators' intent.*

Enduring Understanding 4.3 Performers make interpretive decisions based on their understanding of context and intent.
Essential Question • How do performers interpret musical works?

<p>Composition and Theory (C)</p>	<p>HS Proficient MU:Pr4.3.C.HSI</p> <p>a. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intents.</p>	<p>HS Accomplished MU:Pr4.3.C.HSII</p> <p>a. Develop interpretations of works, based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intents.</p>	<p>HS Advanced MU:Pr4.3.C.HSIII</p> <p>a. Develop interpretations of works, based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators' intents.</p>
<p>Harmonizing Instruments (H)</p>	<p>HS Proficient MU:Pr4.3.H.HSI</p> <p>a. Demonstrate how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances.</p>	<p>HS Accomplished MU:Pr4.3.H.HSII</p> <p>a. <i>Explain and support</i> how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances and the <i>performers' ability to connect with audiences</i>.</p>	<p>HS Advanced MU:Pr4.3.H.HSIII</p> <p>a. Explain and present interpretations that demonstrate how the context and <i>an understanding of the creators' intents</i> in a varied repertoire of music, <i>inform</i> and influence prepared or improvised performances and the <i>performers' ability to connect with audiences</i>.</p>
<p>Technology (T)</p>	<p>HS Proficient MU:Pr4.3.T.HSI</p> <p>a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influences prepared or improvised performances.</p>	<p>HS Accomplished MU:Pr4.3.T.HSII</p> <p>a. <i>Explain and support</i> how understanding the style, genre, context, and use of digital tools and digital resources in a varied repertoire of music influences prepared or improvised performances and the <i>performers' ability to connect with audiences</i>.</p>	<p>HS Advanced MU:Pr4.3.T.HSIII</p> <p>a. Explain and present interpretations that demonstrate an understanding of how the style, genre, context, and <i>integration of digital technologies</i> in a varied repertoire of music <i>informs</i> and influences prepared and improvised performances and their <i>ability to connect with audiences</i>.</p>



* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

Artistic Process Process Components **PERFORMING REHEARSE, EVALUATE, REFINE** ~ Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Enduring Understanding 5.1 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.

Essential Questions

- How do musicians improve the quality of their performance?

Composition and Theory (C)	HS Proficient MU:Pr5.1.C.HSI	HS Accomplished MU:Pr5.1.C.HSII	HS Advanced MU:Pr5.1.C.HSIII
	<p>a. Using established criteria and teacher feedback, identify the way(s) in which the elements of music, style, and mood are conveyed in performances.</p> <p>b. Identify and implement strategies for improving the technical and expressive aspects of a work.</p> <p>c. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.</p>	<p>a. Using established criteria and teacher and/or student feedback, identify the ways in which the formal design, style, and historical/ cultural context of a work is conveyed in performances.</p> <p>b. Identify and implement strategies for improving the technical and expressive aspects of <i>varied</i> works.</p> <p>c. Describe ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process.</p>	<p>a. Using established criteria and various sources of feedback, identify the ways in which the formal design, style, historical/cultural context, and compositional techniques of a work are conveyed in performances.</p> <p>b. Identify, <i>compare</i>, and implement strategies for improving the technical and expressive aspects of <i>multiple contrasting</i> works.</p> <p>c. 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.</p>

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 5 cont'd Develop and refine artistic techniques and work for presentation.

Artistic Process Process Components **PERFORMING REHEARSE, EVALUATE, REFINE** ~ Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Enduring Understanding 5.1 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.

Essential Question

- How do musicians improve the quality of their performance?

Harmonizing Instruments (H)	HS Proficient MU:Pr5.1.H.HSI	HS Accomplished MU:Pr5.1.H.HSII	HS Advanced MU:Pr5.1.H.HSIII
	<p>a. Identify and apply established criteria and teacher feedback to critique individual and small group performances of a variety of music.</p> <p>b. Identify and implement strategies to address performance challenges and refine performances.</p> <p>c. Identify the need for aural and visual cues and respond appropriately.</p>	<p>a. <i>Develop</i> and apply established criteria and feedback from teacher and/or students to critique individual and small group performances of a variety of styles of music.</p> <p>b. Create and implement rehearsal strategies to address performance challenges and refine performances.</p> <p>c. <i>Initiate</i> aural and visual cues.</p>	<p>a. Develop and apply criteria, including feedback from <i>multiple sources</i>, to critique a program of music in <i>contrasting styles</i> that was selected for individual and small group performance.</p> <p>b. Create and implement <i>varied</i> rehearsal strategies to address performance challenges and refine the programs.</p> <p>c. <i>Conduct or lead</i> by providing aural and visual cues.</p>
Technology (T)	HS Proficient MU:Pr5.1.T.HSI	HS Accomplished MU:Pr5.1.T.HSII	HS Advanced MU:Pr5.1.T.HSIII
	<p>a. Identify and apply established criteria and teacher feedback to improve the technical and expressive aspects of prepared and improvised performances of a variety of music.</p>	<p>a. <i>Develop</i> and apply established criteria and feedback from teacher and/or students to improve <i>and refine</i> the technical and expressive aspects of prepared and improvised performances of a variety of styles of music.</p>	<p>a. Develop and apply criteria, including feedback from <i>multiple sources</i>, and implement <i>varied</i> strategies to improve and refine the technical and expressive aspects of prepared and improvised performances of a program of music of <i>contrasting styles</i>.</p>

Anchor Standard 6 Convey meaning through the presentation of artistic work.

Artistic Process **PERFORMING**
Process Component **PRESENT** ~ Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding 6.1 The quality and effectiveness of a performance is based on criteria that vary across time, place, and cultures.
Essential Question

- How does a musician convey (heighten) artistry in a public performance?

	HS Proficient MU:Pr6.1.C.HSI	HS Accomplished MU:Pr6.1.C.HSII	HS Advanced MU:Pr6.1.C.HSIII
Composition and Theory (C)	<p>a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p> <p>b. Identify how compositions are appropriate for an audience or context, and how this might shape personal creative efforts.</p>	<p>a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.</p> <p>b. <i>Describe</i> how compositions are appropriate for <i>both</i> audience and context, and how this <i>will</i> shape personal creative efforts.</p>	<p>a. Share live or recorded performances of works (both personal and others'), and explain <i>and demonstrate</i> understanding of how the expressive intent of the music is conveyed.</p> <p>b. <i>Explain</i> how compositions are appropriate for a <i>variety of</i> audiences and contexts, and how this will shape personal creative efforts.</p>
Harmonizing Instruments (H)	<p>HS Proficient MU:Pr6.1.H.HSI</p> <p>a. Perform with expression and technical accuracy, in individual and group performances, a variety of music.</p>	<p>HS Accomplished MU:Pr6.1.H.HSII</p> <p>a. Perform with expression and technical accuracy, in individual and group performances, a variety of styles of music.</p>	<p>HS Advanced MU:Pr6.1.H.HSIII</p> <p>a. Perform with expression and technical accuracy, in individual and group performances, a program of music of contrasting styles.</p>
Technology (T)	<p>HS Proficient MU:Pr6.1.T.HSI</p> <p>a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a variety of music.</p>	<p>HS Accomplished MU:Pr6.1.T.HSII</p> <p>a. Using digital tools and digital resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a variety of styles of music.</p>	<p>HS Advanced MU:Pr6.1.T.HSIII</p> <p>a. <i>Integrating digital and analog tools and digital resources</i>, demonstrate an understanding of and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a program of music of contrasting styles.</p>



* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 7		Perceive and analyze artistic work.	
Artistic Process Process Component		RESPONDING SELECT ~ Choose music appropriate for a specific purpose or context.	
Enduring Understanding 7.1		Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	
Essential Question		<ul style="list-style-type: none"> How do individuals choose music to experience? 	
Composition and Theory (C)	HS Proficient MU:Re7.1.C.HSI	HS Accomplished MU:Re7.1.C.HSII	HS Advanced MU:Re7.1.C.HSIII
	a. Apply teacher-developed criteria for selecting music for specified purposes , supporting choices by citing characteristics found in the music, and connections to interest, purpose , and context .	a. Use <i>researched criteria</i> to select music for a <i>variety of purposes</i> , supporting choices by citing characteristics found in the music and connections to interest, purpose , and context .	a. Use research to <i>develop personal criteria</i> for selecting, describing, and <i>comparing a variety of</i> individual and small group musical programs that represent a variety of cultures, genres, and historical periods .
Harmonizing Instruments (H)	HS Proficient MU:Re7.1.H.HSI	HS Accomplished MU:Re7.1.H.HSII	HS Advanced MU:Re7.1.H.HSIII
	a. Apply teacher-developed criteria to select music for specified purposes , supporting choices by citing characteristics found in the music and connections to interest, purpose , and context .	a. Use <i>researched criteria</i> to select music for a <i>variety of purposes</i> , supporting choices by citing characteristics found in the music and connections to interest, purpose , and context .	a. Use research to <i>develop personal criteria</i> for selecting, describing, and <i>comparing a variety of</i> individual and small group musical programs that represent a variety of cultures, genres, and historical periods .
Technology (T)	HS Proficient MU:Re7.1.T.HSI	HS Accomplished MU:Re7.1.T.HSII	HS Advanced MU:Re7.1.T.HSIII
	a. Apply teacher-developed criteria to select music for specified purposes , supporting choices by citing characteristics found in the music, digital and electronic aspects, and connections to interest, purpose , and context .	a. Use <i>researched criteria</i> to select music for a <i>variety of purposes</i> supporting choices <i>by citing knowledge of the music, understanding of digital and electronic aspects, and the specified purpose and context</i> .	a. Use research to <i>develop personal criteria</i> for selecting, describing, and <i>comparing a variety of programs</i> containing digital and electronic aspects.

Anchor Standard 7 <i>cont'd</i>		Perceive and analyze artistic work.	
Artistic Process Process Component		RESPONDING ANALYZE ~ Analyze how the structure and context of varied musical works inform the response.	
Enduring Understanding 7.2		Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	
Essential Question		<ul style="list-style-type: none"> How does understanding the structure and context of music inform a response? 	
Composition and Theory (C)	HS Proficient MU:Re7.2.C.HSI	HS Accomplished MU:Re7.2.C.HSII	HS Advanced MU:Re7.2.C.HSIII
	a. Analyze notated musical excerpts to determine how the elements of music, context, and purpose inform a response.	a. Analyze aural and notated musical excerpts to determine how the elements of music, context, and purpose inform a response.	a. Analyze aural and notated musical excerpts to determine how the elements of music, context, and purpose inform a response, <i>and explain how the analysis provides a model for compositional development</i> .
Harmonizing Instruments (H)	HS Proficient MU:Re7.2.H.HSI	HS Accomplished MU:Re7.2.H.HSII	HS Advanced MU:Re7.2.H.HSIII
	a. Compare passages in musical selections and explain how the elements of music, context, and purpose inform a response.	a. <i>Explain how the analysis of the structures and context of contrasting musical selections</i> inform a response.	a. <i>Demonstrate and justify</i> how the structural characteristics function within a <i>variety of musical selections</i> , and distinguish how context and <i>creative decisions</i> inform a response.
Technology (T)	HS Proficient MU:Re7.2.T.HSI	HS Accomplished MU:Re7.2.T.HSII	HS Advanced MU:Re7.2.T.HSIII
	a. Compare passages in musical selections and explain how the elements of music, technological aspects, context, and purpose inform a response.	a. <i>Explain how the analysis of elements of music, technological aspects, context, and purpose of contrasting musical selections</i> informs a response.	a. <i>Demonstrate and justify</i> how the structural characteristics function within a <i>variety of musical selections</i> , and distinguish how the elements of music, technological aspects, context, and purpose inform a response.

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 8 Interpret meaning of artistic work.

Artistic Process **RESPONDING**
Process Component **INTERPRET** ~ Support interpretations of musical works that reflect creators'/performers' expressive intent.

Enduring Understanding 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question • How do we discern musical creators' and performers' expressive intent?

Composition and Theory (C)	HS Proficient MU:Re8.1.C.HSI	HS Accomplished MU:Re8.1.C.HSII	HS Advanced MU:Re8.1.C.HSIII
	a. Develop interpretations of varied works, demonstrating an understanding of composers' intents by citing technical and expressive aspects as well as the style/genre of each work.	a. <i>Explain and support</i> interpretations of varied works, demonstrating an understanding of composers' intents by citing <i>the use of</i> elements of music (including form), compositional techniques, context, and the style/genre of each work.	a. Explain and support interpretations of varied works, demonstrating understanding of composers' intents by citing structural characteristics of the musical work and <i>comparing and synthesizing varied researched sources, including reference to other art forms.</i>
Harmonizing Instruments (H)	HS Proficient MU:Re8.1.H.HSI	HS Accomplished MU:Re8.1.H.HSII	HS Advanced MU:Re8.1.H.HSIII
	a. Develop an interpretation of the expressive intent of musical selections based on the treatment of the elements of music, structural characteristics, context and purpose.	a. <i>Explain and support</i> interpretations of the expressive intent of musical selections, <i>citing as evidence</i> the treatment of the elements of music, context, and the style/genre of each work.	a. Explain and support interpretations of the expressive intent of musical selections by <i>comparing and synthesizing varied researched sources, including reference to examples from other art forms.</i>
Technology (T)	HS Proficient MU:Re8.1.T.HSI	HS Accomplished MU:Re8.1.T.HSII	HS Advanced MU:Re8.1.T.HSIII
	a. Develop an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.	a. <i>Explain and support</i> interpretations of the expressive intent of musical selections, <i>citing as evidence</i> the treatment of the elements of music, digital and electronic features, context, and purpose.	a. Explain and support interpretations of the expressive intent of musical selections by <i>comparing and synthesizing varied researched sources, including reference to examples from other art forms.</i>

Anchor Standard 9 Apply criteria to evaluate artistic work.

Artistic Process **RESPONDING**
Process Component **EVALUATE** ~ Support evaluations of musical works and performances, based on analysis, interpretation, and established criteria.

Enduring Understanding 9.1 The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Essential Question • How do we judge the quality of musical work(s) and performance(s)?

Composition and Theory (C)	HS Proficient MU:Re9.1.C.HSI	HS Accomplished MU:Re9.1.C.HSII	HS Advanced MU:Re9.1.C.HSIII
	a. Identify the effective technical and expressive aspects of selected music and performances , demonstrating understanding of fundamentals of music theory.	a. <i>Explain</i> the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of music theory as well as compositional techniques and procedures.	a. <i>Evaluate</i> the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of music theory and complex compositional techniques and procedures.
Harmonizing Instruments (H)	HS Proficient MU:Re9.1.H.HSI	HS Accomplished MU:Re9.1.H.HSII	HS Advanced MU:Re9.1.H.HSIII
	a. Apply established and teacher-provided criteria and <i>personal preference</i> , based on analysis and context to evaluate <i>individual and small group musical selections for listening.</i>	a. Apply personally-developed and established criteria , based on <i>research, personal preference, analysis, interpretation, expressive intent,</i> and musical qualities to evaluate individual and small group musical selections for listening.	a. <i>Develop and justify</i> evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.
Technology (T)	HS Proficient MU:Re9.1.T.HSI	HS Accomplished MU:Re9.1.T.HSII	HS Advanced MU:Re9.1.T.HSIII
	a. Evaluate music using criteria , based on analysis, interpretation, digital, and electronic features, and personal interests.	a. Evaluate music using criteria, based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.	a. <i>Develop and justify</i> the evaluation of a variety of music, based on established and personally developed criteria, digital, electronic, and analog features, and <i>understanding of</i> purpose and context.

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 10 **Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**

Artistic Process **CONNECTING**
Process Component **RELATE** ~ *Synthesize and relate knowledge and personal experiences to make music.*

Enduring Understanding 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

Essential Questions

- How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?
- What inspires and informs the creative work of musicians?

<i>All strands share the same Performance Indicators</i>	HS Proficient MU:Cn10.1.C.HSI MU:Cn10.1.H.HSI MU:Cn10.1.T.HSI	HS Accomplished MU:Cn10.1.C.HSII MU:Cn10.1.H.HSII MU:Cn10.1.T.HSII	HS Advanced MU:Cn10.1.C.HSIII MU:Cn10.1.H.HSIII MU:Cn10.1.T.HSIII
	a. Reflect on past and current musical interests, people and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore .	a. Identify and implement ways to use music to serve others, and describe the effects of the experience.	a. Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience.

- **Composition and Theory (C)**
- **Harmonizing Instruments (H)**
- **Technology (T)**

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

Anchor Standard 11 **Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.**

Artistic Process **CONNECTING**
Process Component **INTERRELATE** ~ *Relate musical ideas and works to varied contexts and daily life to deepen understanding.*

Enduring Understanding 11.1 Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

Essential Questions

- How does music help us understand the lives of people of different times, places, and cultures?
- How does music help preserve personal and cultural insights and values?

<i>All strands share the same Performance Indicators</i>	HS Proficient MU:Cn11.1.C.HSI MU:Cn11.1.H.HSI MU:Cn11.1.T.HSI	HS Accomplished MU:Cn11.1.C.HSII MU:Cn11.1.H.HSII MU:Cn11.1.T.HSII	HS Advanced MU:Cn11.1.C.HSIII MU:Cn11.1.H.HSIII MU:Cn11.1.T.HSIII
	a. Describe the role of music in significant social and historical events. b. Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work. c. Identify and describe the contributions of community organizations that promote music. d. Investigate a broad range of career opportunities in the field of music, (e.g., production, promotion, administration, etc.).	a. Appraise the effect of a musician or a group of musicians on a society, and identify the factors that made their contributions possible. b. Investigate and explain a specific music vocation and its role in society. c. Apply the understanding of social, cultural, and historical context in developing musical interpretations .	a. Plan and develop pathways for contribution to, support of, or participation in a community's musical future. b. Identify multiple instances of small and large scale musical innovation , determine root causes that may have prompted the innovation , and describe the reaction of the prevailing culture to the innovation . ----- -----

- **Composition and Theory (C)**
- **Harmonizing Instruments (H)**
- **Technology (T)**