

# MUSIC GRADE LEVEL EXPECTATIONS

## FINE ARTS AREAS:

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

## Secondary Music Areas:

E – Traditional and Emerging Ensembles  
T – Music Technology  
C – Composition & Music Theory  
H – Harmonizing Instruments

The following coding system should be used to reference the GLEs:

## STRANDS:

Cr = Create	<i>Conceiving and developing new artistic ideas and work.</i>
Pr = Perform (Dance, Music, Theatre)/ Present (Media Arts, Visual Arts)	<i>Realizing artistic ideas and work through interpretation and presentation. Realizing, interpreting and sharing artistic work.</i>
Re = Respond	<i>Understanding and evaluating how the arts convey meaning</i>
Cn = Connect	<i>Relating artistic ideas and work with personal meaning and external context.</i>

## BIG IDEAS:

Use the numeral preceding the Big Idea

## CONCEPTS/PROCESS COMPONENT:

Use the capital letter designation

Example: The Music GLE “Improvise rhythmic and melodic patterns and musical ideas for a specific purpose,” can be found in the Create strand (Cr), under the first Big Idea – Generate and conceptualize artistic ideas and work (1), in the concept/process component Imagine (A), in grade 2. Therefore, the code for that particular GLE is: MU:Cr1A.2a.

## **Foundations of Artistic Literacy**

Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

### *What it means to be artistically literate*

*Artistic Literacy is a necessary life and learning skill for all the citizens of our increasingly complex global society. Through the process of engaging the arts, students may develop “Artistic Literacy”—the ability to encode and decode (“read” and “write”) aesthetic wisdom that is expressed and received in symbolic and metaphoric forms that are unique to the arts. Artistic Literacy is not limited only to appreciating and practicing the arts; it is a vital life skill for citizens of our 21st Century world. Artistic Literacy allows us to read, write, and understand the symbols and metaphors in which so many current messages are encoded—messages that run the gamut of human activity from advertising, to politics, to religion. In doing this, the language of the arts helps to break down cultural barriers to knowledge and allows us to cross personal and cultural borders leading to better understanding of our self and others.*

### **Artistically Literate Citizens will:**

1. Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
2. Find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
3. Know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
4. Find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
5. Seek artistic experience and support the arts in their local, state, national, and global communities.

### Things to consider:

These grade level expectations are conceptual in nature, based on artistic processes, and provide the structure to support literacy in Dance, Media Arts, Music, Theatre and Visual Arts over the course of a lifetime. Philosophical Foundations and Lifelong Learning Expectations frame learning in the arts beyond school experiences to work and life experiences.

### Philosophical foundations and lifelong goals

The philosophical foundations and lifelong goals establish the basis for the new GLEs and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

Philosophical Foundation	Lifelong Goals
<b>The Arts as Communication</b>	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
<b>The Arts as Creative Personal Realization</b>	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
<b>The Arts as Culture, History, and Connectors</b>	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
<b>Arts as Means to Wellbeing</b>	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts
<b>The Arts as Community Engagement</b>	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Portions of this work are based on the National Core Arts Standards (<http://nationalartsstandards.org/>). Copyright © 2015 National Coalition for Core Arts Standards/All Rights Reserved—Rights Administered by SEADAE. Sections highlighting anchor and performance standards, enduring understandings, and essential questions.

## **Process Components**

Each big idea is supported by a process component, an enduring understanding, and an essential question. These additional features should benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the GLEs. Grade Level Expectations describe more specifically what students should know and be able to do in each area of the fine arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency.

Process components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The process components played a key role in generating enduring understandings and performance standards, and serve as the action verbs that collectively build toward the artistic processes. Process components and their definitions are presented among supplemental resources. In the final presentation of standards individual arts disciplines have placed differing levels of emphasis on the process components. Music standards, in particular, place process components in a central role. Visual arts standards, on the other hand, place greater emphasis on enduring understandings and essential questions.

## **Music Process Components**

### **Create:**

- Imagine - Generate musical ideas for various purposes and contexts
- Plan and Make - Select and develop musical ideas for defined purposes and contexts
- Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

### **Perform:**

- Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
- Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- Interpret - Develop personal interpretations that consider creators' intent
- Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

### **Respond:**

- Select - Choose music appropriate for a specific purpose or context.
- Analyze - Analyze how the structure and context of varied musical works inform the response
- Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
- Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

### **Connect:**

- Making Connections - Synthesize and relate knowledge and personal experiences to make music
- Understanding Connections - Relate musical ideas and works to varied contexts and daily life to deepen understanding

Create - General Music										
1. Generate and conceptualize artistic ideas and work.										
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.										
Essential Question: How do musicians generate creative ideas?										
A.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Imagine	MU: Cr1A.PKa a With substantial guidance, explore and experience a variety of music.	MU: Cr1A.Ka a With guidance, explore and experience music concepts (such as beat and melodic contour).	MU: Cr1A.1a a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	MU: Cr1A.2a a Improve rhythmic and melodic patterns and musical ideas for a specific purpose.	MU: Cr1A.3a a Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	MU: Cr1A.4a a Improve rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	MU: Cr1A.5a a Improve rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	MU: Cr1A.6a a Generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent.	MU: Cr1A.7a a Generate rhythmic, melodic and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	MU: Cr1A.8a a Generate rhythmic, melodic and harmonic phrases and accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
		MU: Cr1A.Kb	MU: Cr1A.1b	MU: Cr1A.2b	MU: Cr1A.3b	MU: Cr1A.4b	MU: Cr1A.5b			
		b With guidance, generate musical ideas (such as movements or motives).	b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	b Generate musical patterns and ideas 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/or meter.	b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters and simple chord changes.			
National Standards	MU:Cr1.1.PK	MU:Cr1.1.K	MU:Cr1.1.1	MU:Cr1.1.2	MU:Cr1.1.3	MU:Cr1.1.4	MU:Cr1.1.5	MU:Cr1.1.6	MU:Cr1.1.7	MU:Cr1.1.8
Content Standards	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2
Process Standards	1.1, 2.4, 2.5	1.1, 2.4, 2.5	1.1, 2.1, 2.3, 2.5	1.5, 1.6, 2.5	1.5, 1.6, 2.1, 2.4, 2.5, 4.1	1.5, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5, 2.7, 4.1	1.5, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5, 2.7, 4.1	1.5, 1.6, 2.1, 2.3, 2.5, 2.7	1.5, 1.6, 2.1, 2.3, 2.5, 2.7	1.5, 1.6, 2.1, 2.3, 2.5, 2.7

Create - General Music										
2. Organize and develop artistic ideas and work.										
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.										
Essential Question: How do musicians make creative decisions?										
A.	Grade pK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Plan and Make	MU: Cr2A.PKa	MU: Cr2A.Ka	MU: Cr2A.1a	MU: Cr2A.2a	MU: Cr2A.3a	MU: Cr2A.4a	MU: Cr2A.5a	MU: Cr2A.6a	MU: Cr2A.7a	MU: Cr2A.8a
	a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations or instrumental accompaniments).	a With guidance, demonstrate and choose favorite musical ideas.	a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.	a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
Plan and Make	MU: Cr2A.PKb	MU: Cr2A.Kb	MU: Cr2A.1b	MU: Cr2A.2b	MU: Cr2A.3b	MU: Cr2A.4b	MU: Cr2A.5b	MU: Cr2A.6b	MU: Cr2A.7b	MU: Cr2A.8b
	b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
National Standards	MU:Cr2.1.PK	MU:Cr2.1.K	MU:Cr2.1.1	MU:Cr2.1.2	MU:Cr2.1.3	MU:Cr2.1.4	MU:Cr2.1.5	MU:Cr2.1.6	MU:Cr2.1.7	MU:Cr2.1.8
Content Standards	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.1, 1.4, 2.1, 2.5, 2.7	1.1, 1.4, 2.1, 2.5, 2.7	1.1, 1.4, 2.1, 2.3, 2.4, 2.5, 2.7	1.1, 1.4, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7	1.1, 1.4, 4.1, 2.1, 2.5, 2.7	1.1, 1.4, 4.1, 2.1, 2.5, 2.7	1.1, 1.4, 4.1, 2.1, 2.5, 2.7	1.1, 1.4, 1.6, 2.1, 2.2, 2.5, 2.7	1.1, 1.4, 1.6, 2.1, 2.2, 2.5, 2.7	1.1, 1.4, 1.6, 2.1, 2.2, 2.5, 2.7

Create - General Music										
3. Refine and complete artistic work.										
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.										
Essential Question: How do musicians improve the quality of their creative work?										
A.	Grade pK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Evaluate and Refine	MU: Cr3A.PKa	MU: Cr3A.Ka	MU: Cr3A.1a	MU: Cr3A.2a	MU: Cr3A.3a	MU: Cr3A.4a	MU: Cr3A.5a	MU: Cr3A.6a	MU: Cr3A.7a	MU: Cr3A.8a
	a With substantial guidance, consider personal, peer and teacher feedback when demonstrating and refining personal musical ideas.	a. With guidance, apply personal, peer and teacher feedback in refining personal musical ideas.	a With limited guidance, discuss and apply personal, peer and teacher feedback to refine personal musical ideas.	a Interpret and apply personal, peer and teacher feedback to revise personal music.	a Evaluate, refine, and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback.	a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.	a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.	a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.	a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
								MU: Cr3A.6b	MU: Cr3A.7b	MU: Cr3A.8b
								b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
National Standards	MU:Cr3.1.PK	MU:Cr3.1.K	MU:Cr3.1.1	MU:Cr3.1.2	MU:Cr3.1.3	MU:Cr3.1.4	MU:Cr3.1.5	MU:Cr3.1.6	MU:Cr3.1.7	MU:Cr3.1.8
Content Standards	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.5	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.5	1.1, 3.2, 4.5, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 3.3, 4.5, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 3.3, 4.5, 4.6, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 3.3, 4.5, 4.6, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 3.3, 4.5, 4.6, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 1.7, 3.3, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7	1.1, 1.5, 1.7, 3.3, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7	1.1, 1.5, 1.7, 3.3, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7

Create - General Music										
3. Refine and complete artistic work.										
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.										
Essential Question: When is creative work ready to share?										
B.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Present	MU: Cr3B.PKa	MU: Cr3B.Ka	MU: Cr3B.1a	MU: Cr3B.2a	MU: Cr3B.3a	MU: Cr3B.4a	MU: Cr3B.5a	MU: Cr3B.6a	MU: Cr3B.7a	MU: Cr3B.8a
	a With substantial guidance, share revised personal musical ideas with peers.	a With guidance, demonstrate a final version of personal musical ideas to peers	a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Present the final version of personal created music to others, and describe connection to expressive intent.	a Present the final version of personal created music to others, and explain connection to expressive intent.	a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	a Present the final version of their documented personal 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 personal 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 personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
National Standards	MU:Cr3.2.PK	MU:Cr3.2.K	MU:Cr3.2.1	MU:Cr3.2.2	MU:Cr3.2.3	MU:Cr3.2.4	MU:Cr3.2.5	MU:Cr3.2.6	MU:Cr3.2.7	MU:Cr3.2.8
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.1, 1.2, 2.1	1.1, 1.2, 2.1	1.1, 1.2, 1.8, 2.1, 2.5	1.1, 1.2, 1.8, 2.1, 2.5	1.1, 1.2, 1.8, 2.1, 2.4, 2.5	1.1, 1.2, 1.6, 1.8, 2.1, 2.4, 2.5	1.1, 1.2, 1.6, 1.8, 2.1, 2.4, 2.5	1.1, 1.2, 1.6, 1.8, 2.1, 2.4, 2.5	1.1, 1.2, 1.6, 1.8, 2.1, 2.4, 2.5	1.1, 1.2, 1.6, 1.8, 2.1, 2.4, 2.5

Perform - General Music										
4. Select, analyze, and interpret artistic work for presentation.										
<b>Enduring Understanding:</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.										
<b>Essential Question:</b> How do performers select repertoire?										
A.	Grade pK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Select	MU: Pr4A.PKa	MU: Pr4A.Ka	MU: Pr4A.1a	MU: Pr4A.2a	MU: Pr4A.3a	MU: Pr4A.4a	MU: Pr4A.5a	MU: Pr4A.6a	MU: Pr4A.7a	MU: Pr4A.8a
	a With substantial guidance, demonstrate and state preference for varied musical selections.	a. With guidance, demonstrate and state personal interest in varied musical selections.	a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill .	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	a Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	a Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges and reasons for choices.	a Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges and reasons for choices.
National Standards	MU:Pr4.1.PK	MU:Pr4.1.K	MU:Pr4.1.1	MU:Pr4.1.2	MU:Pr4.1.3	MU:Pr4.1.4	MU:Pr4.1.5	MU:Pr4.1.6	MU:Pr4.1.7	MU:Pr4.1.8
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
Process Standards	1.1, 1.5, 4.1, 2.1	1.1, 1.5, 4.1, 2.1	1.1, 1.5, 4.1, 2.1, 2.5, 2.2, 2.3, 2.4	1.1, 1.5, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 3.1, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 1.7, 3.2, 4.1, 2.1, 2.2, 2.3, 2.5, 2.4	1.1, 1.5, 1.6, 1.7, 3.3, 4.1, 4.6, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.5, 1.6, 1.7, 3.3, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5

Perform - General Music										
4. Select, analyze, and interpret artistic work for presentation.										
Enduring Understanding: 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?										
B.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Analyze	MU: Pr4B.PKa	MU: Pr4B.Ka	MU: Pr4B.1a	MU: Pr4B.2a	MU: Pr4B.3a	MU: Pr4B.4a	MU: Pr4B.5a	MU: Pr4B.6a	MU: Pr4B.7a	MU: Pr4B.8a
	a With substantial guidance, explore and demonstrate awareness of musical contrasts.	a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance	a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour ) in music from a variety of cultures selected for performance.	a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	a Demonstrate understanding of the structure in music selected for performance	a Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch , and form ) in music selected for performance.	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance	a Explain how understanding the structure and the elements of music are used in music selected for performance.	a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
	MU: Pr4B.PKb	MU: Pr4B.Kb	MU: Pr4B.1b	MU: Pr4B.2b	MU: Pr4B.3b	MU: Pr4B.4b	MU: Pr4B.5b	MU: Pr4B.6b	MU: Pr4B.7b	MU: Pr4B.8b
			b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	b When analyzing selected music, read and perform using iconic and/or standard notation.	b When analyzing selected music, read and perform using standard notation.	b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.	b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.	b When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
					MU: Pr4B.3c	MU: Pr4B.4c	MU: Pr4B.5c	MU: Pr4B.6c	MU: Pr4B.7c	MU: Pr4B.8c
					c Describe how context (such as personal and social) can inform a performance.	c Explain how context (such as social and cultural) informs a performance.	c Explain how context (such as social, cultural, and historical ) informs performances.	c Identify how cultural and historical context inform performances.	c Identify how cultural and historical context inform performances and result in different music interpretations.	c Identify how cultural and historical context inform performances and result in different musical effects.
National Standards	MU:Pr4.2.PK	MU:Pr4.2.K	MU:Pr4.2.1	MU:Pr4.2.2	MU:Pr4.2.3	MU:Pr4.2.4	MU:Pr4.2.5	MU:Pr4.2.6	MU:Pr4.2.7	MU:Pr4.2.8
Content Standards	FA 1	FA 1	FA 1	FA 1, 2, 5	FA 1, 2, 5	FA 1, 2, 5	FA 1, 2, 5	FA 1, 2, 5	FA 1, 2, 5	FA 1, 2, 5
Process Standards	1.1, 1.5, 2.1, 2.5	1.1, 1.5, 2.1, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.5, 2.3, 2.4	1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 3.3, 4.1, 2.1, 2.3, 2.4, 2.5

Perform - General Music										
4. Select, analyze, and interpret artistic work for presentation.										
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.										
Essential Question: How do performers interpret musical works?										
C.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Interpret	MU: Pr4C.PKa	MU: Pr4C.Ka	MU: Pr4C.1a	MU: Pr4C.2a	MU: Pr4C.3a	MU: Pr4C.4a	MU: Pr4C.5a	MU: Pr4C.6a	MU: Pr4C.7a	MU: Pr4C.8a
	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 understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).
National Standards	MU:Pr4.3.PK	MU:Pr4.3.K	MU:Pr4.3.1	MU:Pr4.3.2	MU:Pr4.3.3	MU:Pr4.3.4	MU:Pr4.3.5	MU:Pr4.3.6	MU:Pr4.3.7	MU:Pr4.3.8
Content Standards	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3
Process Standards	1.2, 1.6, 2.4, 2.5	1.2, 1.6, 2.4, 2.5	1.2, 1.5, 1.6, 2.4, 2.5	1.2, 1.5, 1.6, 2.4, 2.5, 2.1, 2.3	1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5	1.2, 1.5, 1.6, 4.1, 2.1, 2.3, 2.4, 2.5	1.2, 1.5, 1.6, 4.1, 2.1, 2.3, 2.4, 2.5	1.2, 1.5, 1.6, 2.5, 2.1, 2.3, 2.4	1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5	1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5, 3.6, 4.1,

Perform										
5. Develop and refine artistic techniques and work for presentation.										
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.										
Essential Question: How do musicians improve the quality of their performance?										
A.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Rehearse, Evaluate, & Refine	MU: Pr5A.PKa a With substantial guidance, practice and demonstrate what they like about their own performances.	MU: Pr5A.Ka a. With guidance, apply personal, teacher, and peer feedback to refine performances.	MU: Pr5A.1a a With limited guidance, apply personal, teacher, and peer feedback to refine performances.	MU: Pr5A.2a a Apply established criteria to judge the accuracy, expressiveness and effectiveness of performances.	MU: Pr5A.3a a - Apply teacher provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances.	MU: Pr5A.4a a Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	MU: Pr5A.5a a Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	MU: Pr5A.6a a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	MU: Pr5A.7a a Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	MU: Pr5A.8a a Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
	MU: Pr5A.PKb b With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	MU: Pr5A.Kb b With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music	MU: Pr5A.1b b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	MU: Pr5A.2b b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	MU: Pr5A.3b b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	MU: Pr5A.4b b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	MU: Pr5A.5b b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.			
National Standards	MU:Pr5.1.PK	MU:Pr5.1.K	MU:Pr5.1.1	MU:Pr5.1.2	MU:Pr5.1.3	MU:Pr5.1.4	MU:Pr5.1.5	MU:Pr5.1.6	MU:Pr5.1.7	MU:Pr5.1.8
Content Standards	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3
Process Standards	1.5, 3.2, 4.5, 2.5, 2.3, 2.4	1.5, 3.2, 4.5, 2.5, 2.3, 2.4	1.5, 3.2, 4.5, 2.3, 2.4, 2.5	1.5, 3.2, 4.5, 2.1, 2.2, 2.5	1.5, 3.2, 4.5, 4.6, 2.5, 2.2, 2.3, 2.1	1.5, 3.2, 4.5, 4.6, 2.1, 2.2, 2.3, 2.5	1.5, 3.2, 4.5, 2.1, 2.2, 2.3, 2.5	1.5, 1.8, 3.2, 4.5, 2.1, 2.2, 2.3, 2.5, 2.7	1.5, 1.8, 3.2, 4.5, 4.6, 2.1, 2.2, 2.3, 2.5, 2.7	1.5, 1.8, 3.3, 4.5, 2.1, 2.2, 2.3, 2.5, 2.7

Perform - General Music										
6. Convey meaning through the presentation of artistic work.										
<b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.										
<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?										
A.	Grade pK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Present	MU: Pr6A.PKa a With substantial guidance, perform music with expression.	MU: Pr6A.Ka a With guidance, perform music with expression.	MU: Pr6A.1a a With limited guidance, perform music for a specific purpose with expression.	MU: Pr6A.2a a Perform music for a specific purpose with expression and technical accuracy.	MU: Pr6A.3a a Perform music with expression and technical accuracy.	MU: Pr6A.4a a Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation.	MU: Pr6A.5a a Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	MU: Pr6A.6a a Perform the music with technical accuracy to convey the creator's intent.	MU: Pr6A.7a a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.	MU: Pr6A.8a a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
		MU: Pr6A.Kb b Perform appropriately for the audience.	MU: Pr6A.1b b Perform appropriately for the audience and purpose .	MU: Pr6A.2b b Perform appropriately for the audience and purpose.	MU: Pr6A.3b b Demonstrate performance decorum and audience etiquette appropriate for the context and venue .	MU: Pr6A.4b b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .	MU: Pr6A.5b b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .	MU: Pr6A.6b b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	MU: Pr6A.7b b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context .	MU: Pr6A.8b b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
National Standards	MU:Pr6.1.PK	MU:Pr6.1.K	MU:Pr6.1.1	MU:Pr6.1.2	MU:Pr6.1.3	MU:Pr6.1.4	MU:Pr6.1.5	MU:Pr6.1.6	MU:Pr6.1.7	MU:Pr6.1.8
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3
Process Standards	1.5, 1.8, 2.1, 2.5	1.5, 1.8, 2.1, 2.5	1.5, 1.8, 2.1, 2.5	1.5, 1.8, 2.1, 2.5	1.5, 1.8, 2.1, 2.5, 4.3	1.5, 1.8, 2.1, 2.5, 4.3	1.5, 1.8, 4.3, 2.1, 2.5	1.5, 1.8, 4.3, 2.1, 2.3, 2.4, 2.5	1.5, 1.8, 4.3, 2.1, 2.3, 2.4, 2.5	1.5, 1.8, 4.3, 2.1, 2.3, 2.4, 2.5

Respond - General Music										
7. Perceive and analyze artistic work										
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.										
Essential Question: How do individuals choose music to experience?										
A.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Select	MU: Re7A.PKa	MU: Re7A.Ka	MU: Re7A.1a	MU: Re7A.2a	MU: Re7A.3a	MU: Re7A.4a	MU: Re7A.5a	MU: Re7A.6a	MU: Re7A.7a	MU: Re7A.8a
	a With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
National Standards	MU:Re7.1.PK	MU:Re7.1.K	MU:Re7.1.1	MU:Re7.1.2	MU:Re7.1.3	MU:Re7.1.4	MU:Re7.1.5	MU:Re7.1.6	MU:Re7.1.7	MU:Re7.1.8
Content Standards	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1	FA 3	FA 3	FA 3
Process Standards	1.1, 1.7, 3.3, 4.1, 2.5, 2.1	1.1, 1.7, 3.3, 4.1, 2.5, 2.1	1.1, 1.2, 1.7, 3.3, 4.1, 2.1, 2.5	1.1, 1.2, 1.7, 3.3, 4.1, 2.1, 2.5	1.1, 1.2, 1.7, 3.3, 4.1, 2.1, 2.5, 2.3	1.1, 1.2, 1.7, 3.3, 4.1, 2.1, 2.5, 2.3	1.1, 1.2, 1.7, 3.6, 4.1, 2.1, 2.3, 2.5	1.1, 1.2, 1.7, 3.6, 4.1, 2.1, 2.3, 2.5	1.1, 1.2, 1.7, 3.6, 4.1, 2.1, 2.3, 2.5	1.1, 1.2, 1.7, 3.6, 4.1, 2.1, 2.3, 2.5, 2.7

Respond - General Music										
7. Perceive and analyze artistic work										
<b>Enduring Understanding:</b> Response to music is informed by analyzing context(social, cultural, and historical) and how creators and performers manipulate the elements of music.										
<b>Essential Question:</b> How does understanding the structure and context of music inform a response?										
B.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Analyze	MU: Re7B.pKa a With substantial guidance, explore musical contrasts in music.	MU: Re7B.Ka a With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MU: Re7B.1a a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	MU: Re7B.2a a Describe how specific music concepts are used to support a specific purpose in music.	MU: Re7B.3a a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	MU: Re7B.4a a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).	MU: Re7B.5a a Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).	MU: Re7B.6a a Describe how the elements of music and expressive qualities relate to the structure of the pieces.	MU: Re7B.7a a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	MU: Re7B.8a a Compare how the elements of music and expressive qualities relate to the structure within programs of music.
								MU: Re7B.6b b Identify the context of music from a variety of genres, cultures, and historical periods.	MU: Re7B.7b b Identify and compare the context of music from a variety of genres, cultures, and historical periods.	MU: Re7B.8b b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
National Standards	MU:Re7.2.PK	MU:Re7.2.K	MU:Re7.2.1	MU:Re7.2.2	MU:Re7.2.3	MU:Re7.2.4	MU:Re7.2.5	MU:Re7.2.6	MU:Re7.2.7	MU:Re7.2.8
Content Standards	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 2	FA 2, 3, 5	FA 2, 3, 4, 5	FA 2, 3, 4, 5	FA 3, 5
Process Standards	1.6, 2.1, 2.5	1.6, 2.1, 2.5	1.6, 2.1, 2.5, 2.4	1.6, 2.1, 2.5, 2.4	1.6, 2.1, 2.4, 2.5, 2.3	1.6, 4.1, 2.1, 2.3, 2.4, 2.5	1.6, 4.1, 2.1, 2.3, 2.4, 2.5	1.6, 1.9, 2.1, 2.3, 2.4, 2.5	1.6, 1.9, 2.1, 2.3, 2.4, 2.5, 4.1	1.6, 1.9, 2.1, 2.3, 2.4, 2.5, 4.1

Respond - General Music										
8. Interpret intent and meaning in artistic work.										
Enduring Understanding: 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?										
A.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Interpret	MU: Re8A.PKa	MU: Re8A.Ka	MU: Re8A.1a	MU: Re8A.2a	MU: Re8A.3a	MU: Re8A.4a	MU: Re8A.5a	MU: Re8A.6a	MU: Re8A.7a	MU: Re8A.8a
	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 limited 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 describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal 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 historical context, convey 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, convey expressive intent.	a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
National Standards	MU:Re8.1.PK	MU:Re8.1.K	MU:Re8.1.1	MU:Re8.1.2	MU:Re8.1.3	MU:Re8.1.4	MU:Re8.1.5	MU:Re8.1.6	MU:Re8.1.7	MU:Re8.1.8
Content Standards	FA 1, 3	FA 1, 3	FA 1, 2, 3,	FA 1	FA 1, 2, 3, 4	FA 1, 4	FA 1, 3, 4	FA 1, 3, 5	FA 3, 5	FA 1, 3, 5
Process Standards	1.5, 1.6, 2.1, 2.5	1.5, 1.6, 2.1, 2.5	1.5, 1.6, 2.1, 2.5	1.5, 1.6, 2.1, 2.3, 2.5	1.5, 1.6, 2.1, 2.3, 2.5	1.5, 1.6, 4.1, 2.1, 2.3, 2.4, 2.5	1.5, 1.6, 4.1, 2.1, 2.3, 2.4, 2.5	1.5, 1.6, 2.1, 2.3, 2.4, 2.5	1.5, 1.6, 4.1, 2.1, 2.3, 2.4, 2.5	1.5, 1.6, 4.1, 2.1, 2.3, 2.4, 2.5, 2.7

## Respond - General Music

## 9. Apply criteria to evaluate artistic work

**Enduring Understanding:** 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)?

A.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	MU: Re9A.PKa	MU: Re9A.Ka	MU: Re9A.1a	MU: Re9A.2a	MU: Re9A.3a	MU: Re9A.4a	MU: Re9A.5a	MU: Re9A.6a	MU: Re9A.7a	MU: Re9A.8a
Evaluate	a With substantial guidance, talk about personal and expressive preferences in music.	a. With guidance, apply personal and expressive preferences in the evaluation of music.	a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	a Apply personal and expressive preferences in the evaluation of music for specific purposes.	a Evaluate musical works and performances, applying established criteria , and describe appropriateness to the context .	a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music .	a Apply teacher provided criteria to evaluate musical works or performances.	a Select from teacher-provided criteria to evaluate musical works or performances.	a Apply appropriate personally developed criteria to evaluate musical works or performances.
National Standards	MU:Re9.1.PK	MU:Re9.1.K	MU:Re9.1.1	MU:Re9.1.2	MU:Re9.1.3	MU:Re9.1.4	MU:Re9.1.5	MU:Re9.1.6	MU:Re9.1.7	MU:Re9.1.8
Content Standards	FA 1	FA 1	FA 3	FA 4		FA 2, 3, 4	FA 3	FA 3	FA 3	FA 3
Process Standards	1.5, 1.6, 3.3, 2.1, 2.5	1.5, 1.6, 3.3, 2.1, 2.5	1.5, 1.6, 1.7, 3.3, 2.1, 2.5	1.5, 1.6, 1.7, 3.3, 2.1, 2.5	1.5, 1.6, 1.7, 2.1, 2.5, 2.4	1.5, 1.6, 1.7, 4.1, 2.1, 2.4, 2.5	1.5, 1.6, 1.7, 4.1, 2.1, 2.5, 2.4	1.5, 1.6, 1.7, 3.2, 2.5, 2.3, 2.4	1.5, 1.6, 1.7, 3.2, 2.3, 2.4, 2.5	1.5, 1.6, 1.7, 3.3, 2.3, 2.4, 2.5

Connect - General Music										
10. Synthesize and relate knowledge and personal experiences to make art.										
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.										
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?										
A.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Making Connections	MU: Cn10A.PKa	MU: Cn10A.Ka	MU: Cn10A.1a	MU: Cn10A.2a	MU: Cn10A.3a	MU: Cn10A.4a	MU: Cn10A.5a	MU: Cn10A.6a	MU: Cn10A.7a	MU: Cn10A.8a
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	a.Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a.Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a.Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a.Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a.Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
National Standards	MU:Cn10.1.PK	MU:Cn10.1.K	MU:Cn10.1.1	MU:Cn10.1.2	MU:Cn10.1.3	MU:Cn10.1.4	MU:Cn10.1.5	MU:Cn10.1.6	MU:Cn10.1.7	MU:Cn10.1.8
Content Standards	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 3	FA 1, 4, 5	FA 1, 4, 5	FA 1, 4, 5	FA 1, 4, 5	FA 1, 4, 5	FA 1, 4, 5
Process Standards	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.5, 2.3, 2.4	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.5, 2.3, 2.4	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.4, 2.5	3.3,1.1, 1.5, 1.6, 1.8, 2.1, 2.3, 2.4, 2.5	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.4, 2.5	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.4, 2.5	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.4, 2.5	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.4, 2.5	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.4, 2.5	1.1,1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.4, 2.5

Connect - General Music										
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding										
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.										
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?										
A.	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Understanding Connections	MU: Cn11A.PKa	MU: Cn11A.Ka	MU: Cn11A.1a	MU: Cn11A.2a	MU: Cn11A.3a	MU: Cn11A.4a	MU: Cn11A.5a	MU: Cn11A.6a	MU: Cn11A.7a	MU: Cn11A.8a
	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
National Standards	MU:Cn11.1.PK	MU:Cn11.1.K	MU:Cn11.1.1	MU:Cn11.1.2	MU:Cn11.1.3	MU:Cn11.1.4	MU:Cn11.1.5	MU:Cn11.1.6	MU:Cn11.1.7	MU:Cn11.1.8
Content Standards	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5	FA 1, 3, 4, 5
Process Standards	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7

Create - Ensembles					
1. Generate and conceptualize artistic ideas and work.					
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.					
<b>Essential Question:</b> How do musicians generate creative ideas?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Imagine - Generate musical ideas for various purposes and contexts.	MU:Cr1A.E.5a	MU:Cr1A.E.8	MU:Cr1A.E.I	MU:Cr1A.E.II	MU:Cr1A.E.III
	a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	a. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.	a. Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.	a. Compose and improvise musical ideas for a variety of purposes and contexts.
National Standards	MU:Cr1.1.E.5	MU:Cr1.1.E.8	MU:Cr1.1.E.I	MU:Cr1.1.E.II	MU:Cr1.1.E.III
Content Standards	FA 1, 2	FA 1, 2	FA 1, 2, 5	FA 1, 2, 5	FA 1, 2, 5
Process Standards	1.9, 1.10, 2.1, 2.3, 2.5, 2.7	1.9, 1.10, 2.1, 2.3, 2.5, 2.7	1.9, 1.10, 2.1, 2.3, 2.5, 2.7	1.9, 1.10, 3.6, 2.1, 2.3, 2.5, 2.7	1.9, 1.10, 2.1, 2.3, 2.5, 2.7

Create - Ensembles					
2. Organize and develop artistic ideas and work.					
<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.					
<b>Essential Question:</b> How do musicians make creative decisions?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Plan and Make	MU:Cr2A.E.5a a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2A.E.8 a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2A.E..I a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	MU:Cr2A.E.II a Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	MU:Cr2A.E..III a Select and develop composed and improvised ideas into draft musical works organized for a variety of purpose s and contexts.
	MU:Cr2A.E.5b b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2A.E.8b b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2A.E..Ib b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2A.E.IIb b Preserve draft compositions and improvisations through standard notation, audio, or video recording.	MU:Cr2A.E..IIIb b Preserve draft musical works through standard notation, audio, or video recording.
	National Standards MU:Cr2.1.E.5	MU:Cr2.1.E.8	MU:Cr2.1.E.I	MU:Cr2.1.E.II	MU:Cr2.1.E.III
	Content Standards FA 1, 2	FA 1, 2	FA 1, 2, 5	FA 1, 2, 3, 5	FA 1, 2, 3, 5
Process Standards	1.1, 1.4, 1.6, 2.1, 2.3, 2.4, 2.5, 2.7	1.1, 1.4, 1.6, 2.1, 2.5, 2.7, 2.3, 2.4	1.1, 1.4, 1.6, 1.9, 2.1, 2.5, 2.7, 2.3, 2.4	1.1, 1.4, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5, 2.7, 3.6	1.1, 1.4, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5, 2.7, 3.6

Create - Ensembles					
3. Refine and complete artistic work.					
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.					
Essential Question: How do musicians improve the quality of their creative work?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Cr3A.E.5a	MU:Cr3A.E.8	MU:Cr3A.E..I	MU:Cr3A.E.II	MU:Cr3A.E..III
Evaluate and Refine	a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .	a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria , including the extent to which they address identified purposes.	a Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.	a Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
National Standards	MU: Cr3.1.E.5a	MU:Cr3.1.E.8a	MU:Cr3.1.E.Ia	MU:Cr3.1.E.IIa	MU:Cr3.1.E.IIIa
Content Standards	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.1, 1.5, 1.7, 1.8, 3.3, 4.5, 2.1, 2.5, 2.2, 2.7	1.1, 1.5, 1.7, 1.8, 3.3, 4.5, 4.6, 2.1, 2.5, 2.2, 2.7	1.1, 1.5, 1.7, 1.8, 3.3, 4.5, 2.1, 2.5, 2.2, 2.7	1.1, 1.5, 1.7, 1.8, 3.3, 4.5, 2.1, 2.5, 2.2, 2.7	1.1, 1.5, 1.7, 1.8, 3.3, 4.5, 2.1, 2.5, 2.2, 2.7

Create - Ensembles					
3. Refine and complete artistic work.					
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.					
Essential Question: When is creative work ready to share?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present -	MU:Cr3B.E.5a	MU:Cr3B.E.8	MU:Cr3B.E..I	MU:Cr3B.E.II	MU:Cr3B.E..III
	a Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	a Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.	a Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.	a Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.
National Standards	MU:Cr3.2.E.5a	MU:Cr3.2.E.8a	MU:Cr3.2.E.Ia	MU:Cr3.2.E.IIa	MU:Cr3.2.E.IIIa
Content Standards	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.1, 1.2, 1.6, 1.8, 2.1, 2.5, 2.3, 2.4	1.1, 1.2, 1.6, 1.8, 2.1, 2.5, 2.3, 2.4	1.1, 1.2, 1.6, 1.8, 2.1, 2.5, 2.3, 2.4	1.1, 1.2, 1.6, 1.8, 2.1, 2.5, 2.3, 2.4	1.1, 1.2, 1.6, 1.8, 2.1, 2.5, 2.3, 2.4

Perform - Ensembles					
4. Select, analyze, and interpret artistic work for presentation.					
<b>Enduring Understanding:</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.					
<b>Essential Question:</b> How do performers select repertoire?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Pr4A.E.5a	MU:Pr4A.E.8a	MU:Pr4A.E.1a	MU:Pr4A.E.11a	MU:Pr4A.E.111a
select	a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.	a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance .	a Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music , the technical skill of the individual or ensemble, and the purpose and context of the performance.	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
National Standards	MU:Pr4.1.H.5a	MU: Pr4.1.H.8a	MU: Pr4.1.H.1a	MU: Pr4.1.H.11a	MU: Pr4.1.H.111a
Content Standards	FA 1, 2	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	2.4, 4.1	2.4, 4.1	2.4, 4.1	2.4, 4.1, 5.10	2.4, 4.1, 5.10

## Perform - Ensembles

**4. Select, analyze, and interpret artistic work for presentation.****Enduring Understanding:** 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?

B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Pr4B.E.5a	MU:Pr4B.E.8a	MU:Pr4B.E.1a	MU:Pr4B.E.11a	MU:Pr4B.E.111a
Analyze	a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.	a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	a Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.	a Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
National Standards	MU:Pr4.3.E.5a	MU:Pr4.3.E.8a	MU:Pr4.3.E.1a	MU:Pr4.3.E.11a	MU:Pr4.3.E.111a
Content Standards	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.1, 1.2, 1.5, 1.6, 1.9, 2.5	1.1, 1.2, 1.5, 1.6, 1.9, 2.5, 2.3, 2.4	1.1, 1.2, 1.5, 1.6, 1.9, 2.5, 2.3, 2.4	1.1, 1.2, 1.5, 1.6, 1.9, 2.5, 2.3, 2.4	1.1, 1.2, 1.5, 1.6, 1.9, 3.3, 2.5, 2.3, 2.4

Perform - Ensembles					
4. Select, analyze, and interpret artistic work for presentation.					
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.					
Essential Question: How do performers interpret musical works?					
C.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Pr4C.E.5a	MU:Pr4C.E.8a	MU:Pr4C.E.1a	MU:Pr4C.E.11a	MU:Pr4C.E.111a
Interpret	a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	a Demonstrate how understanding the style , genre , and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.	a Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.
National Standards	MU: Pr4.3.E.5a	MU: Pr4.3.E.8a	MU: Pr4.3.E.1a	MU: Pr4.3.E.11a	MU: Pr4.3.E.111a
Content Standards	FA 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.2, 1.5, 1.6, 2.1, 2.5	1.2, 1.5, 1.6, 2.1, 2.5	1.2, 1.5, 1.6, 2.1, 2.5	1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5	1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5

Perform					
5. Develop and refine artistic techniques and work for presentation.					
<b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.					
<b>Essential Question:</b> How do musicians improve the quality of their performance?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate, & Refine	MU:Pr5A.E.5a	MU:Pr5A.E.8a	MU:Pr5A.E.1a	MU:Pr5A.E.11a	MU:Pr5A.E.111a
	a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	a Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
National Standards	MU: Pr5.3.E.5a	MU:Pr5.1.E.8a	MU:Pr5.1.E.1a	MU:Pr5.1.E.11a	MU:Pr5.1.E.111a
Content Standards	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards	1.5, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 4.5, 4.6	1.5, 1.8, 3.6, 4.5, 4.6, 2.1, 2.2, 2.3, 2.4, 2.5	1.5, 1.8, 3.6, 4.5, 4.6, 2.1, 2.2, 2.3, 2.4, 2.5	1.5, 1.8, 3.6, 4.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7	1.5, 1.8, 3.6, 4.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7

Perform - Ensembles					
6. Convey meaning through the presentation of artistic work.					
<b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.					
<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present	MU:Pr6A.E.5a a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	MU:Pr6A.E.8a a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	MU:Pr6A.E.1a a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	MU:Pr6A.E.11a a Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	MU:Pr6A.E.11a a Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	b Demonstrate an awareness of the context of the music through prepared and improvised performances.	b Demonstrate an understanding of the context of the music through prepared and improvised performances.	b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	b Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	b Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
National Standards	MU:Pr6.1.E.5a	MU:Pr6.1.E.8a	MU:Pr6.1.E.1a	MU:Pr6.1.E.11a	MU:Pr6.1.E.11a
Content Standards	FA 1, 2, 3, 5	FA 1, 2, 3, 5	FA 1, 2, 3, 5	FA 1, 2, 3, 5	FA 1, 2, 3, 5
Process Standards	1.5, 1.8, 2.1, 2.5, 2.7	1.5, 1.8, 2.1, 2.5, 2.7	1.5, 1.8, 2.1, 2.5, 2.7	1.5, 1.8, 2.1, 2.5, 2.7, 2.3	1.5, 1.8, 2.1, 2.5, 2.7, 2.3

Respond - Ensembles					
7. Perceive and analyze artistic work					
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.					
Essential Question: How do individuals choose music to experience?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Select	MU:Re7A.E.5a	MU:Re7A.E.8a	MU:Re7A.E.1a	MU:Re7A.E.1la	MU:Re7A.E.1lla
	a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	a Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context
National Standards	MU:Re7.1.E.5a	MU:Pr6.1.E.8a	MU:Pr6.1.E.1a	MU:Pr6.1.E.1la	MU:Pr6.1.E.1lla
Content Standards	FA 2, 3	FA 2, 3	FA 2, 3	FA 2, 3	FA 2, 3
Process Standards	1.1, 1.2, 1.7, 3.6, 4.1, 2.3, 2.4	1.1, 1.2, 1.7, 3.6, 4.1, 2.3, 2.4	1.1, 1.2, 1.7, 3.6, 4.1, 2.3, 2.4	1.1, 1.2, 1.7, 3.6, 4.1, 2.3, 2.4	1.1, 1.2, 1.7, 3.6, 4.1, 2.3, 2.4, 2.7

Respond - Ensembles					
7. Perceive and analyze artistic work					
<b>Enduring Understanding:</b> Response to music is informed by analyzing context(social, cultural, and historical) and how creators and performers manipulate the elements of music.					
<b>Essential Question:</b> How does understanding the structure and context of music inform a response?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Analyze	MU:Re7B.E.5a	MU:Re7B.E.8a	MU:Re7B.E.1a	MU:Re7B.E.1a	MU:Re7B.E.1a
	a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	a Describe how understanding context and the way the elements of music are manipulated inform the response to music.	a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	a Explain how the analysis of structures and contexts inform the response to music.	a Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
National Standards	MU:Re7.2.E.5a	MU:Pr6.1.E.8a	MU:Pr6.1.E.1a	MU:Pr6.1.E.1a	MU:Pr6.1.E.5a
Content Standards	FA 2, 3	FA 2, 3	FA 2, 3	FA 2, 3	FA 1, 2, 3
Process Standards	1.6, 1.9, 2.1, 2.4	1.6, 1.9, 2.1, 2.4	1.6, 1.9, 4.1, 2.1, 2.4	1.6, 1.9, 4.1, 2.1, 2.4	1.6, 1.9, 3.6, 4.1, 2.1, 2.4

Respond - Ensembles					
8. Interpret intent and meaning in artistic work.					
Enduring Understanding: 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?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Interpret	MU:Re8A.E.5a	MU:Re8A.E.8a	MU:Re8A.E.1a	MU:Re8A.E.11a	MU:Re8A.E.111a
	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.	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.	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, (when appropriate) the setting of the text, and personal research.	a Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.	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.
National Standards	MU:Re8.1.E.5	MU:Re8.1.E.8	MU:Re8.1.E.1	MU:Re8.1.E.11	MU:Re8.1.E.111
Content Standards	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3, 4
Process Standards	1.5, 1.6, 2.1, 2.4, 2.3	1.5, 1.6, 3.6, 2.1, 2.3, 2.4	1.5, 1.6, 3.6, 4.1, 2.1, 2.3, 2.4, 2.7	1.5, 1.6, 3.6, 4.1, 2.1, 2.3, 2.4, 2.7	1.5, 1.6, 3.6, 4.1, 2.1, 2.3, 2.4, 2.7

Respond - Ensembles					
9. Apply criteria to evaluate artistic work					
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.					
<b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Re9A.E.5a	MU:Re9A.E.8a	MU:Re9A.E.1a	MU:Re9A.E.1Ia	MU:Re9A.E.1IIa
Evaluate	a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	a Evaluate works and performances based on personally- or collaboratively developed criteria , including analysis of the structure and context.	a Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.	a Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
National Standards	MU:Re9.1.E.5	MU:Re9.1.E.8	MU:Re9.1.E.I	MU:Re9.1.E.II	MU:Re9.1.E.III
Content Standards	FA 2, 3	FA 2, 3	FA 2, 3	FA 2, 3	FA 2, 3
Process Standards	1.5, 1.6, 1.7, 2.3, 2.4	1.5, 1.6, 1.7, 1.8, 2.3, 2.4	1.5, 1.6, 1.7, 1.8, 4.5, 2.3, 2.4	1.5, 1.6, 1.7, 1.8, 4.5, 2.3, 2.4, 2.7	1.5, 1.6, 1.7, 1.8, 3.3, 3.6, 4.5, 2.3, 2.4, 2.7

Connect - Ensembles					
10. Synthesize and relate knowledge and personal experiences to make art.					
<b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.					
<b>Essential Question:</b> How do musicians make meaningful connections to creating, performing, and responding?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Cn10A.E.5a	MU:Cn10A.E.8a	MU:Cn10A.E.1a	MU:Cn10A.E.1Ia	MU:Cn10A.E.1IIa
Making Connections	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
National Standards	MU:Cn10.1.E.5	MU:Cn10.1.E.8	MU:Cn10.1.E.I	MU:Cn10.1.E.II	MU:Cn10.1.E.III
Content Standards	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2	FA 1, 2
Process Standards	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.5, 2.3, 2.7	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.5, 2.7	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.5, 2.7	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.5, 2.7	1.1, 1.5, 1.6, 1.8, 3.3, 2.1, 2.3, 2.5, 2.7

Connect - Ensembles					
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding					
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.					
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Cn11A.E.5a	MU:Cn11A.E.8a	MU:Cn11A.E.1a	MU:Cn11A.E.1a	MU:Cn11A.E.1a
Understanding Connections	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
National Standards	MU:Cn11.0.E.5a	MU:Cn11.1.E.8	MU:Cn11.1.E.1	MU:Cn11.1.E.1	MU:Cn11.1.E.1
Content Standards	FA 2, 4	FA 2, 4	FA 2, 4	FA 2, 4	FA 2, 4
Process Standards	1.6, 1.9, 1.10, 3.3, 4.3, 2.7, 2.1, 2.3, 2.4, 2.5	1.6, 1.9, 1.10, 3.3, 4.3, 2.7, 2.1, 2.3, 2.4, 2.5	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7	1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7

Create - Music Technology					
1. Generate and conceptualize artistic ideas and work.					
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.					
<b>Essential Question:</b> How do musicians generate creative ideas?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Imagine			MU:Cr1A.T.I	MU:Cr1A.T.II	MU:Cr1A.T.III
			a Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.	a Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.	a Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.
National Standards			MU:Cr1.1.T.I	MU:Cr1.1.T.II	MU:Cr1.1.T.III
Content Standards			FA 1,2,3	FA 1,2,3	FA 1,2,3
Process Standards			2.7, 2.1, 2.3, 2.4, 2.5	2.7, 2.1, 2.3, 2.4, 2.5	2.7, 2.1, 2.3, 2.4, 2.5

Create - Music Technology					
2. Organize and develop artistic ideas and work.					
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.					
Essential Question: How do musicians make creative decisions?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Plan and Make			MU:Cr2A.T.I	MU:Cr2A.T.II	MU:Cr2A.T.III
			a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.	a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.	a. Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
National Standards			MU:Cr2.1.T.I	MU:Cr2.1.T.II	MU:Cr2.1.T.III
Content Standards			FA 1,2,3	FA 1,2,3	FA 1,2,3
Process Standards			1.2,1.4,1.6,3.1,2.2,2.4,2.5,2.7,4.4,4.5,4.6	1.2,1.4,1.6,3.1,2.2,2.4,2.5,2.7,4.4,4.5,4.6	1.2,1.4,1.6,3.1,2.2,2.4,2.5,2.7,4.4,4.5,4.6

Create - Music Technology					
3. Refine and complete artistic work.					
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.					
Essential Question: How do musicians improve the quality of their creative work?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Evaluate and Refine			MU:Cr3A.T.I	MU:Cr3A.T.II	MU:Cr3A.T.III
			a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	a. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations
National Standards			MU:Cr3.1.T.I	MU:Cr3.1.T.II	MU:Cr3.1.T.III
Content Standards			FA 1,2,3	FA 1,2,3	FA 1,2,3
Process Standards			1.1,1.2,1.4,1.6,1.7,2.2,2.3,2.5,2.7,3.1,3.4,3.5,4.1,4.4,4.5,4.6	1.1,1.2,1.4,1.6,1.7,2.2,2.3,2.5,2.7,3.1,3.4,3.5,4.1,4.4,4.5,4.6	1.1,1.2,1.4,1.6,1.7,2.2,2.3,2.5,2.7,3.1,3.4,3.5,4.1,4.4,4.5,4.6

Create - Music Technology					
3. Refine and complete artistic work.					
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.					
Essential Question: When is creative work ready to share?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present			MU:Cr3B.T.I	MU:Cr3B.T.II	MU:Cr3B.T.III
			a. Share compositions or improvisations that demonstrate a proficient level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.	a. Share compositions and improvisations that demonstrate an accomplished level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.	a. Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.
National Standards			MU:Cr3.2.T.I	MU:Cr3.2.T.II	MU:Cr3.2.T.III
Content Standards			FA 1.1,1.2,1.3	FA 1.1,1.2,1.3	FA 1.1,1.2,1.3
Process Standards			1.4,1.5,1.8,2.3,2.5,2.7,3.1,4.1,4.4,4.5	1.4,1.5,1.8,2.3,2.5,2.7,3.1,4.1,4.4,4.5	1.4,1.5,1.8,2.3,2.5,2.7,3.1,4.1,4.4,4.5

Perform - Music Technology					
4. Select, analyze, and interpret artistic work for presentation.					
<b>Enduring Understanding:</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.					
<b>Essential Question:</b> How do performers select repertoire?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Select			MU:Pr4A.T.I	MU:Pr4A.T.II	MU:Pr4A.T.III
			a. Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.	a. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.	a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.
National Standards			MU:Pr4.I.T.I	MU:Pr4.I.T.II	MU:Pr4.I.T.III
Content Standards			FA 1,3,4,5	FA 1,3,4,5	FA 1,3,4,5
Process Standards			1.1,1.2,2.2,2.4,2.5,2.7,3.5,3.8,4.1,4.4,4.5,4.6	1.1,1.2,2.2,2.4,2.5,2.7,3.5,3.8,4.1,4.4,4.5,4.6	1.1,1.2,2.2,2.4,2.5,2.7,3.5,3.8,4.1,4.4,4.5,4.6

Perform - Music Technology					
4. Select, analyze, and interpret artistic work for presentation.					
Enduring Understanding: 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?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Analyze			MU:Pr4B.T.I	MU:Pr4B.T.II	MU:Pr4B.T.III
			a. Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.	a. Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.	a. Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.
National Standards			MU:Pr4.2.T.I	MU:Pr4.2.T.II	MU:Pr4.2.T.IIIa
Content Standards			FA1,2,3	FA 1,2,3	FA 1,2,3
Process Standards			1.1,1.2,1.4,1.8,2.1,2.5,2.7,4.1	1.1,1.2,1.4,1.8,2.1,2.5,2.7,4.1	1.1,1.2,1.4,1.8,2.1,2.5,2.7,4.1

Perform - Music Technology					
4. Select, analyze, and interpret artistic work for presentation.					
<b>Enduring Understanding:</b> Performers make interpretive decisions based on their understanding of context and expressive intent.					
<b>Essential Question:</b> How do performers interpret musical works?					
C.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Interpret			MU:Pr4C.T.I	MU:Pr4C.T.II	MU:Pr4C.T.III
			a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.	a. Demonstrate how understanding the style , genre , context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.	a. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.
National Standards			MU:Pr4.3.T.I	MU:Pr4.3.T.II	MU:Pr4.3.T.III
Content Standards			FA1, 2	FA1,2	FA1, 2, 3, 4
Process Standards			1.4, 1.6, 2.5, 2.7, 4.1	1.4, 1.6, 2.5, 2.7, 4.1	1.4, 1.6, 2.5, 2.7, 4.1

Perform - Music Technology					
5. Develop and refine artistic techniques and work for presentation.					
<b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.					
<b>Essential Question:</b> How do musicians improve the quality of their performance?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate, & Refine			MU:Pr5A.T.I	MU:Pr5A.T.II	MU:Pr5A.T.III
			a. Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	a. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	a. Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.
National Standards			MU:Pr5.1.T.I	MU:Pr5.1.T.II	MU:Pr5.1.T.III
Content Standards			FA 1,3,5	FA 1,3,5	FA 1,3,5
Process Standards			1.1,1.4,2.5,3.3,4.5,4.6	1.1,1.4,2.5,3.3,3.4,4.5,4.6	1.1,1.4,2.5,3.3,3.4,4.5,4.6

Perform - Music Technology					
6. Convey meaning through the presentation of artistic work.					
<b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.					
<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present			MU:Pr6A.T.I	MU:Pr6A.T.II	MU:Pr6A.T.III
			a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	a. Using digital tools and resources , demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures , styles , and genres .	a. Integrating digital and analog tools and resources , demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures,
			b. Demonstrate an understanding of the context of music through prepared and improvised performances.	b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.	b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.
National Standards			MU:Pr6.1.T.I	MU:Pr6.1.T.II	MU:Pr6.1.T.III
Content Standards			FA1	FA1, 5	FA1, 5
Process Standards			1.4, 2.1, 2.5, 2.7	1.4, 2.1, 2.2, 4, 2.5	1.4, 2.1, 2.2, 4, 2.5, 2.8, 2.9

Respond - Music Technology					
7. Perceive and analyze artistic work					
<b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.					
<b>Essential Question:</b> How do individuals choose music to experience?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Select			MU:Re7A.T.I	MU:Re7A.T.II	MU:Re7A.T.III
			a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	a. Select and critique contrasting musical works , defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.	a. Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
National Standards			MU:Re7.I.T.I	MU:Re7.I.T.	MU:Re7.I.T.III
Content Standards			FA 1, 2, 4	FA 2, 3, 4, 5	FA 2, 3, 4, 5
Process Standards			1.4, 1.7, 2.4, 2.7	1.4, 1.7, 2.4, 2.7, 4.1,	1.4, 1.7,1.9, 2.4, 2.7, 4.1,

Respond - Music Technology					
7. Perceive and analyze artistic work					
<b>Enduring Understanding:</b> Response to music is informed by analyzing context(social, cultural, and historical) and how creators and performers manipulate the elements of music.					
<b>Essential Question:</b> How does understanding the structure and context of music inform a response?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Analyze			MU:Re7B.T.I	MU:Re7B.T.II	MU:Re7B.T.III
			a. Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.	a. Explain how an analysis of the structure, context , and technological aspects of the music informs the response.	a. Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music .
National Standards			MU:Re7.2.T.I	MU:Re7.2.T.I	MU:Re7.2.T.I
Content Standards			FA 1,2,4,5	FA 1,2,4,5	FA 1,2,4,5
Process Standards			1.6,1.9,1.10,2.1,2.2,2.3,2.5,3.6,4.4	1.6,1.9,1.10,2.2,2.3,2.5,3.6,4.4	1.6,1.9,1.10,2.2,2.3,2.5,3.6,4.4

Respond - Music Technology					
8. Interpret intent and meaning in artistic work.					
Enduring Understanding: 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?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Interpret			MU:Re8A.T.I	MU:Re8A.T.II	MU:Re8A.T.III
			a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.	a. Connect the influence of the treatment of the elements of music, digital and electronic features, context , purpose, and other art forms to the expressive intent of musical works.	a. Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.
National Standards			MU:Re8.1.T.I	MU:Re8.1.T.II	MU:Re8.1.T.III
Content Standards			FA1,3,5	FA1,3,5	FA1,3,5
Process Standards			1.1,1.2,1.4,1.8,2.1,2.3,2.7	1.1,1.2,1.4,1.8,2.1,2.3,2.7,3.2,3.3,3.6,4.1,4.4,4.5	1.1,1.2,1.4,1.8,1.10,2.1,2.3,2.4,2.7,3.2,3.3,3.6,4.1,4.4,4.5,4.6

Respond - Music Technology					
9. Apply criteria to evaluate artistic work					
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.					
<b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Evaluate			MU:Re9A.T.I	MU:Re9A.T.II	MU:Re9A.T.III
			a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.	a. Apply criteria to evaluate music based on analysis, interpretation, artistic intent , digital, electronic, and analog features, and musical qualities .	a. Develop and justify the evaluation of a variety of music based on established and personally-developed criteria , digital, electronic and analog features, and understanding of purpose and context .
National Standards			MU:Re9.1.T.I	MU:Re9.1.T.II	MU:Re9.1.T.III
Content Standards			FA 2, 3, 4	FA 2, 3, 4	FA 2, 3, 4
Process Standards			1.5, 2.4	1.5, 2.4	1.5, 2.4, 4.1

Connect - Music Technology					
10. Synthesize and relate knowledge and personal experiences to make art.					
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.					
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Making Connections			MU:Cn10A.T.I	MU:Cn10A.T.II	MU:Cn10A.T.III
			a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
National Standards			MU:Cn10.0.T.I	MU:Cn10.0.T.II	MU:Cn10.0.T.III
Content Standards			FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3
Process Standards			1.5, 1.6, 1.8,2.1, 2.4,2.5, 3.3, 4.1	1.5, 1.6, 1.8,2.1, 2.4,2.5, 3.3, 4.1	1.5, 1.6, 1.8,2.1, 2.4,2.5, 3.3, 4.1

Connect - Music Technology					
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding					
<b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.					
<b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Understanding Connections			MU:Cn11A.T.I	MU:Cn11A.T.II	MU:Cn11A.T.III
			a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
National Standards			MU:Cn11.0.T.I	MU:Cn11.0.T.II	MU:Cn11.0.T.III
Content Standards			FA 3, 5	FA 3, 5	FA 3, 5
Process Standards			1.9, 1.10, 2.3, 2.4	1.9, 1.10, 2.3, 2.4	1.9, 1.10, 2.3, 2.4

Create - Composition & Music Theory					
1. Generate and conceptualize artistic ideas and work.					
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.					
<b>Essential Question:</b> How do musicians generate creative ideas?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Imagine			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images and/or storylines.	a. Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts or storylines.	a. Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.
National Standards			MU:Cr1.1.C.Ia	MU:Cr1.1.C.IIa	MU:Cr1.1.C.IIIa
Content Standards			FA3	FA3	FA3
Process Standards			1.5	1.5, 1.8, 2.5	1.5, 1.8, 1.10, 2.5

Create - Composition & Music Theory					
2. Organize and develop artistic ideas and work.					
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.					
Essential Question: How do musicians make creative decisions?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Plan and Make			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.
National Standards			MU:Cr2.1.C.Ia	MU:Cr2.1.C.IIa	MU:Cr2.1.C.IIIa
Content Standards			FA1	FA1	FA1
Process Standards			1.6	1.6	1.6, 1.10

Create - Composition & Music Theory					
3. Refine and complete artistic work.					
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.					
Essential Question: How do musicians improve the quality of their creative work?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Evaluate and Refine			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	a Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	a Research, identify, explain , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
National Standards			MU:Cr3.1.C.Ia	MU:Cr3.1.C.IIa	MU:Cr3.1.C.IIIa
Content Standards			FA3	FA3	FA3
Process Standards			3.2	3.2	3.3

Create - Composition & Music Theory					
3. Refine and complete artistic work.					
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.					
Essential Question: When is creative work ready to share?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			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.	a Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.	a Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.
			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			b Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.	b Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.	b Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.
National Standards			MU:Cr3.2.C.Ia MU:Cr3.2.C.Ib	MU:Cr3.2.C.IIa MU:Cr3.2.C.IIb	MU:Cr3.2.C.IIIa MU:Cr3.2.C.IIIb
Content Standards			FA1, FA3	FA1, FA3	FA1, FA3
Process Standards			2.1, 2.4, 2.5, 2.7	2.1, 2.4, 2.5, 2.7	2.1, 2.4, 2.5, 2.7

Perform - Composition & Music Theory					
4. Select, analyze, and interpret artistic work for presentation.					
<b>Enduring Understanding:</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.					
<b>Essential Question:</b> How do performers select repertoire?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Select			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).	a Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary , ternary , rondo ) or moderately complex forms.	a Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.
National Standards			MU:Pr4.1.C.Ia	MU:Pr4.1.C.IIa	MU:Pr4.1.C.IIIa
Content Standards			FA2, FA3, FA4	FA2, FA3, FA4	FA2, FA3, FA4
Process Standards			1.5	1.5, 1.10	1.5, 1.10

Perform - Composition & Music Theory					
4. Select, analyze, and interpret artistic work for presentation.					
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.					
<b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Analyze			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.	a Analyze how the elements of music (including form) of selected works relate to the style, function , and context , and explain the implications for rehearsal and performance.	a Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.
National Standards			MU:Pr4.2.C.Ia	MU:Pr4.2.C.IIa	MU:Pr4.2.C.IIIa
Content Standards			FA1, FA2	FA1, FA2	FA1, FA2
Process Standards			3.1	3.1	3.1, 3.7

Perform - Composition & Music Theory					
4. Select, analyze, and interpret artistic work for presentation.					
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.					
Essential Question: How do performers interpret musical works?					
C.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Interpret			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			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' intent.	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' intent.	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' intent.
National Standards			MU:Pr4.3.C.Ia	MU:Pr4.3.C.IIa	MU:Pr4.3.C.IIIa
Content Standards			FA2, FA3	FA2, FA3	FA2, FA3
Process Standards			3.2	3.2	3.2, 4.1

Perform - Composition & Music Theory					
5. Develop and refine artistic techniques and work for presentation.					
<b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.					
<b>Essential Question:</b> How do musicians improve the quality of their performance?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate, & Refine			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a Create rehearsal plans for works, identifying repetition and variation within the form.	a Create rehearsal plans for works, identifying the form , repetition and variation within the form, and the style and historical or cultural context of the work .	a Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
			b Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.	b Using established criteria and feedback, identify the ways in which performances convey the formal design , style, and historical/cultural context of the works	b Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.
			c Identify and implement strategies for improving the technical and expressive aspects of multiple works.	c Identify and implement strategies for improving the technical and expressive aspects of varied works.	c Identify, compare , and implement strategies for improving the technical and expressive aspects of multiple contrasting works.
National Standards			MU:Pr5.1.C.Ia MU:Pr5.1.C.Ib MU:Pr5.1.C.Ic	MU:Pr5.1.C.IIa MU:Pr5.1.C.IIb MU:Pr5.1.C.IIc	MU:Pr5.1.C.IIIa MU:Pr5.1.C.IIIb MU:Pr5.1.C.IIIc
Content Standards			FA1	FA1, FA5	FA1, FA5
Process Standards			1.5, 3.2, 3.3	1.5, 3.2, 3.3	1.5, 3.2, 3.3

Perform - Composition & Music Theory					
6. Convey meaning through the presentation of artistic work.					
<b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.					
<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			<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 will shape future compositions.</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 Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</p>	<p>a Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.</p> <p>b Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</p>
National Standards			MU:Pr6.1.C.Ia MU:Pr6.1.C.Ib	MU:Pr6.1.C.IIa MU:Pr6.1.C.IIb	MU:Pr6.1.C.IIIa MU:Pr6.1.C.IIIb
Content Standards			FA1, FA3	FA1, FA3	FA1, FA3
Process Standards			1.5, 2.1, 2.4	1.5, 2.1, 2.4	1.5, 2.1, 2.4

Respond - Composition & Music Theory					
7. Perceive and analyze artistic work					
<b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.					
<b>Essential Question:</b> How do individuals choose music to experience?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Select			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.	a. Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition	a. Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition
National Standards			MU:Re7.1.C.I	MU:Re7.1.C.II	MU:Re7.1.C.III
Content Standards			FA2, FA3, FA4	FA2, FA3, FA4	FA2, FA3, FA4
Process Standards			3.2	3.2, 3.3	1.2, 3.2, 3.3

**Respond - Composition & Music Theory****7. Perceive and analyze artistic work**

**Enduring Understanding:** 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?

B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
Analyze			a. Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.	a. Analyze aurally and/or by reading the scores of musical works the elements of music (including form ) , compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.	a. Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.
National Standards			MU:Re7.2.C.I	MU:Re7.2.C.II	MU:Re7.2.C.III
Content Standards			FA2, FA3	FA2, FA3	FA2, FA3
Process Standards			3.3, 3.7	3.3., 3.7	3.1, 3.3, 3.7

Respond - Composition & Music Theory					
8. Interpret intent and meaning in artistic work.					
Enduring Understanding: 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?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Interpret			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.	a. Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form ), compositional techniques, and the style/genre and context of each work.	a. Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
National Standards			MU:Re8.1.C.I	MU:Re8.1.C.II	MU:Re8.1.C.III
Content Standards			FA2, FA3	FA2, FA3	FA2, FA3
Process Standards			1.2, 2.4	1.2, 2.4	1.2, 2.4

Respond - Composition & Music Theory					
9. Apply criteria to evaluate artistic work					
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.					
<b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Evaluate			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	a. Explain 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. Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.
			b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	b. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	b. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
National Standards			MU:Re9.1.C.I	MU:Re9.1.C.II	MU:Re9.1.C.III
Content Standards			FA2, FA3	FA2, FA3	FA2, FA3
Process Standards			2.3, 2.4, 4.6	2.3, 2.4, 4.6	2.3, 2.4, 4.6

Connect - Composition & Music Theory					
10. Synthesize and relate knowledge and personal experiences to make art.					
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.					
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Making Connections			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
National Standards			MU:Cn10.0.C.	MU:Cn10.0.C.II	MU:Cn10.0.C.III
Content Standards			FA2, FA4	FA2, FA4	FA2, FA4
Process Standards			3.3	3.3	3.3

Connect - Composition & Music Theory					
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding					
<b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.					
<b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Understanding Connections			MU:Cr1A.C.I	MU:Cr1A.C.II	MU:Cr1A.C.III
			a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
National Standards			MU:Cn11.0.C.Ia	MU:Cn11.0.C.IIa	MU:Cn11.0.C.IIIa
Content Standards			FA4, FA5	FA4, FA5	FA4, FA5
Process Standards			1.10, 2.4	1.10, 2.4	1.10, 2.4

Create - Harmonizing Instruments					
1. Generate and conceptualize artistic ideas and work.					
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.					
<b>Essential Question:</b> How do musicians generate creative ideas?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Imagine	MU:Cr1A.H.5a	MU:Cr1A.H.8	MU:Cr1A.H.I	MU:Cr1A.H.II	MU:Cr1A.H.III
	Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.	Generate melodic, rhythmic and harmonic ideas for melodies (created over specified chord progressions or AB / ABA forms) and two-to three-chord accompaniments for given melodies.	Generate melodic, rhythmic and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Generate melodic, rhythmic and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Generate melodic, rhythmic and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
National Standards	MU:Cr1.1.H.5	MU:Cr1.1.H.8	MU:Cr1.1.H.I	MU:Cr1.1.H.II	MU:Cr1.1.H.III
Content Standards	FA1	FA1	FA1	FA1	FA1
Process Standards	2.1, 2.5, 2.7	2.1, 2.5, 2.7	2.1, 2.5, 2.7	2.1, 2.5, 2.7	2.1, 2.5, 2.7

Create - Harmonizing Instruments					
2. Organize and develop artistic ideas and work.					
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.					
Essential Question: How do musicians make creative decisions?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Plan and Make	MU:Cr2A.H.5a	MU:Cr2A.H.8	MU:Cr2A.H.I	MU:Cr2A.H.II	MU:Cr2A.H.III
	Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for 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 (such as arpeggio, country and gallop strumming, finger picking patterns).	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo ), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
National Standards	MU:Cr2.1.H.5a	MU:Cr2.1.H.8a	MU:Cr2.1.H.Ia	MU:Cr2.1.H.IIa	MU:Cr2.1.H.IIIa
Content Standards	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3
Process Standards	2.5, 2.7	2.5, 2.7	2.5, 2.7	2.5, 2.7	2.5, 2.7

Create - Harmonizing Instruments					
3. Refine and complete artistic work.					
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.					
Essential Question: How do musicians improve the quality of their creative work?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Evaluate and Refine	MU:Cr3A.H.5a	MU:Cr3A.H.8	MU:Cr3A.H.I	MU:Cr3A.H.II	MU:Cr3A.H.III
	Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Develop and apply criteria to critique, improve, 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 (such as arpeggio, country and gallop strumming, finger picking patterns).	Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo ), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles) , improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.
National Standards	MU:Cr3.1.H.5a	MU:Cr3.1.H.8a	MU:Cr3.1.H.Ia	MU:Cr3.1.H.IIa	MU:Cr3.1.H.IIIa
Content Standards	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3
Process Standards	1.5, 2.2	1.5, 2.2	1.5, 2.2	1.5, 2.2	1.5, 2.2

**Create - Harmonizing Instruments****3. Refine and complete artistic work.****Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.**Essential Question:** When is creative work ready to share?

<b>B.</b>	<b>Novice</b>	<b>Intermediate</b>	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
	MU:Cr3B.H.5a	MU:Cr3B.H.8	MU:Cr3B.H.I	MU:Cr3B.H.II	MU:Cr3B.H.III
<b>Present</b>	Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-or-more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	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	Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
National Standards	MU:Cr3.2.H.5a	MU:Cr3.2.H.8a	MU:Cr3.2.H.1a	MU:Cr3.2.H.1Ia	MU:Cr3.2.H.1IIa
Content Standards	FA1	FA1	FA1	FA1	FA1
Process Standards	2.5	2.5	2.5	2.5	2.5

Perform - Harmonizing Instruments					
4. Select, analyze, and interpret artistic work for presentation.					
<b>Enduring Understanding:</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.					
<b>Essential Question:</b> How do performers select repertoire?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Select	MU:Pr4A.H.5a	MU:Pr4A.H.8	MU:Pr4A.H.I	MU:Pr4A.H.II	MU:Pr4A.H.III
	Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed) , as well as the context of the performances.	Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
National Standards	MU:Pr4.1.H.5a	MU:Pr4.1.H.8a	MU:Pr4.1.H.Ia	MU:Pr4.1.H.IIa	MU:Pr4.1.H.IIIa
Content Standards	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3
Process Standards	2.4, 4.1	2.4, 4.1	2.4, 4.1	2.4, 4.1, 5.10	2.4, 4.1, 5.10

Perform - Harmonizing Instruments					
4. Select, analyze, and interpret artistic work for presentation. <sup>L</sup> <sub>SEP</sub>					
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.					
<b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Analyze	MU:Pr4B.H.5a	MU:Pr4B.H.8	MU:Pr4B.H.I	MU:Pr4B.H.II	MU:Pr4B.H.III
	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
National Standards	MU:Pr4.2.H.5a	MU:Pr4.2.H.8a	MU:Pr4.2.H.Ia	MU:Pr4.2.H.IIa	MU:Pr4.2.H.IIIa
Content Standards	FA 1, 2, 3, 5	FA 1, 2, 3, 5	FA 1, 2, 3, 5	FA 1, 2, 3, 5	FA 1, 2, 3, 5
Process Standards	1.6, 2.4, 4.1	1.6, 2.4, 4.1	1.6, 2.4, 4.1	1.6, 2.4, 4.1	1.6, 2.4, 4.1

Perform - Harmonizing Instruments					
4. Select, analyze, and interpret artistic work for presentation.					
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.					
Essential Question: How do performers interpret musical works?					
C.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Interpret	MU:Pr4C.H.5a	MU:Pr4C.H.8	MU:Pr4C.H.I	MU:Pr4C.H.II	MU:Pr4C.H.III
	Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	Demonstrate and describe in interpretations an understanding of the context (social , cultural , or historical ) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) .	Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
National Standards	MU:Pr4.3.H.5a	MU:Pr4.3.H.8a	MU:Pr4.3.H.Ia	MU:Pr4.3.H.IIa	MU:Pr4.3.H.IIIa
Content Standards	FA1, 2, 3	FA1, 2, 3, 5	FA1, 2, 3, 5	FA1, 2, 3, 5	FA1, 2, 3, 5
Process Standards	1.6, 2.4	1.6, 2.4	1.6, 2.4	1.6, 2.4	1.6, 2.4

Perform - Harmonizing Instruments					
5. Develop and refine artistic techniques and work for presentation.					
<b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.					
<b>Essential Question:</b> How do musicians improve the quality of their performance?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate, & Refine	MU:Pr5A.H.5a	MU:Pr5A.H.8	MU:Pr5A.H.I	MU:Pr5A.H.II	MU:Pr5A.H.III
	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles ) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
National Standards	MU:Pr5.1.H.5a	MU:Pr5.1.H.8a	U:Pr5.1.H.Ia	MU:Pr5.1.H.IIa	MU:Pr5.1.H.IIIa
Content Standards	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3	FA1, 2, 3
Process Standards	2.4, 2.5, 3.2, 3.3	2.4, 2.5, 3.2, 3.3	2.4, 2.5, 3.2, 3.3	2.4, 2.5, 3.2, 3.3	2.4, 2.5, 3.2, 3.3

Perform - Harmonizing Instruments					
6. Convey meaning through the presentation of artistic work.					
<b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.					
<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present	MU:Pr6A.H.5a	MU:Pr6A.H.8	MU:Pr6A.H.I	MU:Pr6A.H.II	MU:Pr6A.H.III
	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical ) .	Perform with expression and technical accuracy, in individual and small group performance s, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
National Standards	MU:Pr6.1.H.5a	MU:Pr6.1.H.8a	MU:Pr6.1.H.Ia	MU:Pr6.1.H.IIa	MU:Pr6.1.H.IIIa
Content Standards	FA1	FA1, 5	FA1, 5	FA1, 5	FA1, 5
Process Standards	2.3, 2.5	2.3, 2.5	2.3, 2.5	2.3, 2.5	2.3, 2.5

Respond - Harmonizing Instruments					
7. Perceive and analyze artistic work					
<b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.					
<b>Essential Question:</b> How do individuals choose music to experience?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Select	MU:Re7A.H.5a	MU:Re7A.H.8	MU:Re7A.H.I	MU:Re7A.H.II	MU:Re7A.H.III
	Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context	Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
National Standards	MU:Re7.1.H.5a D	MU:Re7.1.H.8a	MU:Re7.1.H.Ia	MU:Re7.1.H.IIa	MU:Re6.1.H.IIIa
Content Standards	FA2, 3	FA2, 3, 5	FA2, 3, 5	FA2, 3, 5	FA2, 3, 5
Process Standards	4.1, 1.10	4.1, 1.10	4.1, 1.10	4.1, 1.10	4.1, 1.10

Respond - Harmonizing Instruments					
7. Perceive and analyze artistic work					
<b>Enduring Understanding:</b> Response to music is informed by analyzing context(social, cultural, and historical) and how creators and performers manipulate the elements of music.					
<b>Essential Question:</b> How does understanding the structure and context of music inform a response?					
B.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Analyze	MU:Re7B.H.5a	MU:Re7B.H.8	MU:Re7B.H.I	MU:Re7B.H.II	MU:Re7B.H.III
	Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical ) inform the response.	Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response
National Standards	MU:Re7.2.H.5a	MU:Re7.2.H.8a	MU:Re7.2.H.Ia	MU:Re7.2.H.IIa	MU:Re7.2.H.IIIa
Content Standards	FA3, 5	FA2, 3, 5	FA2, 3, 5	FA2, 3, 5	FA2, 3, 5
Process Standards	4.1, 1.6, 1.10	4.1, 1.6, 1.10	4.1, 1.6, 1.10	4.1, 1.6, 1.10	4.1, 1.6, 1.10

Respond - Harmonizing Instruments					
8. Interpret intent and meaning in artistic work. <sup>[1]</sup> <sub>SEP</sub>					
Enduring Understanding: 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?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Interpret	MU:Re8A.H.5a	MU:Re8A.H.8	MU:Re8A.H.I	MU:Re8A.H.II	MU:Re8A.H.III
	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural ), and (when appropriate) the setting of the text, and outside sources.	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.
National Standards	MU:Re8.1.H.5a	MU:Re8.1.H.8a	MU:Re8.1.H.Ia	MU:Re8.1.H.IIa	MU:Re8.1.H.IIIa E
Content Standards	FA2, 3, 4, 5	FA2, 3, 4, 5	FA2, 3, 4, 5	FA2, 3, 4, 5	FA2, 3, 4, 5
Process Standards	2.4, 4.1, 1.10	2.4, 4.1, 1.10	2.4, 4.1, 1.10	2.4, 4.1, 1.10	2.4, 4.1, 1.10

Respond - Harmonizing Instruments					
9. Apply criteria to evaluate artistic work					
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.					
<b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:Re9A.H.5a	MU:Re9A.H.8	MU:Re9A.H.I	MU:Re9A.H.II	MU:Re9A.H.III
Evaluate	Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	Explain the influence of experiences and contexts (personal, social, or cultural ) on interest in and the evaluation of a varied repertoire of music.	Develop and apply teacherprovided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualitie s to evaluate contrasting individual and small group musical selections for listening.	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personallydeveloped and established criteria, personal decision making, and knowledge and understanding of context .
National Standards	MU:Re9.1.H.5a	MU:Re9.1.H.8a	MU:Re9.1.H.Ia	MU:Re9.1.H.IIa	MU:Re9.1.H.IIIa
Content Standards	FA 3, 5	FA 3, 5	FA 3, 5	FA 3, 5	FA 3, 5
Process Standards	1.5, 1.6, 2.3, 2.4	1.5, 1.6, 2.3, 2.4	1.5, 1.6, 2.3, 2.4	1.5, 1.6, 2.3, 2.4	1.5, 1.6, 2.3, 2.4

Connect - Harmonizing Instruments					
10. Synthesize and relate knowledge and personal experiences to make art.					
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.					
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Making Connections	MU:Cn10A.H.5a	MU:Cn10A.H.8	MU:Cn10A.H.I	MU:Cn10A.H.II	MU:Cn10A.H.III
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
National Standards	MU:Cn10.H.5a	MU:Cn10.0.H.8a	MU:Cn10.0.H.Ia	MU:Cn10.0.H.IIa	MU:Cn10.0.H.IIIa
Content Standards	FA 3, 4	FA 3, 4	FA 3, 4	FA 3, 4	FA 3, 4
Process Standards	1.10, 2.3, 2.4	1.10, 2.3, 2.4	1.10, 2.3, 2.4	1.10, 2.3, 2.4	1.10, 2.3, 2.4

Connect - Harmonizing Instruments					
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding					
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.					
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					
A.	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Understanding Connections	MU:Cn11A.H.5a	MU:Cn11A.H.8	MU:Cn11A.H.I	MU:Cn11A.H.II	MU:Cn11A.H.III
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
National Standards	MU:Cn11.0.H.5a	MU:Cn11.0.H.8a	MU:Cn11.0.H.Ia	MU:Cn11.0.H.IIa	MU:Cn11.0.H.IIIa
Content Standards	FA 3, 5	FA 3, 5	FA 3, 5	FA 3, 5	FA 3, 5
Process Standards	1.9, 1.10, 2.3, 2.4	1.9, 1.10, 2.3, 2.4	1.9, 1.10, 2.3, 2.4	1.9, 1.10, 2.3, 2.4	1.9, 1.10, 2.3, 2.4