

Music

What Every Child Should Know 3rd Grade

CREATING

- I can improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
- I can generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
- I can demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
- I can use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
- I can evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.
- I can present the final version of personal created music to others, and describe connection to expressive intent.

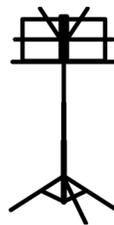
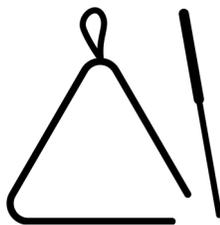
PRESENTING

- I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
- I can demonstrate understanding of the structure in music selected for performance.
- I can, when analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic (picture representations) and standard notation.

- I can describe how context (such as personal and social) can inform a performance.
- I can demonstrate and describe how intent is conveyed through expressive qualities (such as loud/soft and fast/slow).
- I can apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.
- I can rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.
- I can perform music with expression and technical accuracy.
- I can demonstrate performance decorum and audience behavior appropriate for the context and venue.

RESPONDING

- I can demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
- I can 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).
- I can demonstrate and describe how the expressive qualities (such as loud/soft and fast/slow) are used in performers' interpretations to reflect expressive intent.
- I can evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.



Music

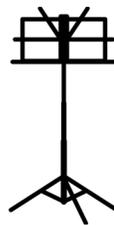
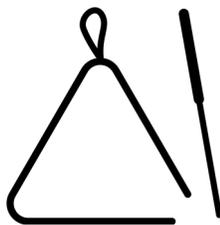
What Every Child Should Know 3rd Grade

CONNECTING

- I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
 - I can demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
 - I can present the final version of created music for others, and describe connection to expressive intent.
 - I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
 - I can demonstrate and describe how intent is conveyed through expressive qualities (such as loud/soft and fast/slow).
 - I can demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
- I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
 - I can improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
 - I can describe how context (such as personal and social) can inform a performance. Describe how context (such as personal and social) can inform a performance.
 - I can demonstrate performance decorum and audience behavior appropriate for the context and venue.
 - I can 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).
 - I can evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

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Music

What Every Child Should Know 4th Grade

CREATING

- I can improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
- I can generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.
- I can demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and describe connection to a specific purpose and context.
- I can use standard and/or iconic (picture representation) notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
- I can evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.
- I can present the final version of personal created music to others, and explain connection to expressive intent.

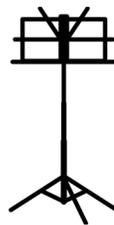
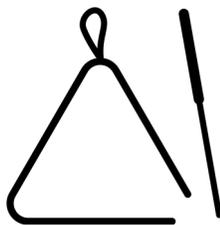
PRESENTING

- I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill
- I can demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
- I can, when analyzing selected music, read and perform using iconic and/or standard notation

- I can explain how context (such as social and cultural) informs a performance.
- I can demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as soft/loud, fast/slow, and timbre).
- I can apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
- I can rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
- I can perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- I can demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

RESPONDING

- I can demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- I can 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).
- I can demonstrate and explain how the expressive qualities (such as soft/loud, fast/slow, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
- I can evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.



Music

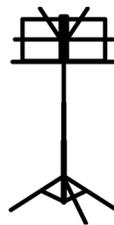
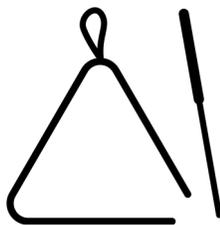
What Every Child Should Know 4th Grade

CONNECTING

- I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- I can demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- I can present the final version of created music for others, and explain connection to expressive intent.
- I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
- I can demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as soft/loud, fast/slow, and timbre).
- I can demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- I can improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
- I can explain how context (such as social and cultural) informs a performance.
- I can demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
- I can 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).
- I can evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

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Music

What Every Child Should Know 5th Grade

CREATING

- I can improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- I can generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
- I can demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- I can use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
- I can evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.
- I can present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

PRESENTING

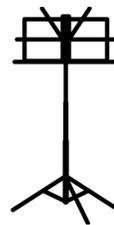
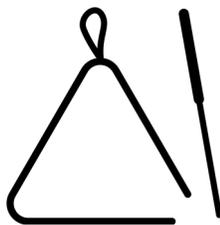
- I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.
- I can demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- I can, when analyzing selected music, read and perform using standard notation.
- I can explain how context (such as social, cultural,

and historical) informs performances.

- I can demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- I can apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- I can rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- I can perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- I can demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

RESPONDING

- I can demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- I can 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).
- I can 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.
- I can evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.



Music

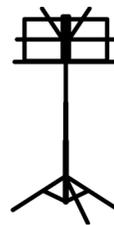
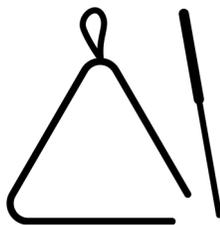
What Every Child Should Know 5th Grade

CONNECTING

- I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- I can demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- I can present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.
- I can demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill.
- I can demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- I can demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.
- I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- I can improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- I can explain how context (such as social, cultural, and historical) informs performances.
- I can demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

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Music

What Every Child Should Know 6th Grade

CREATING

- I can generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- I can 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.
- I can 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.
- I can evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- I can describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- I can 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.

PRESENTING

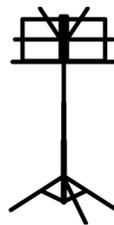
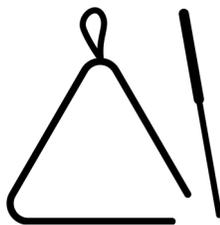
- I can apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
- I can explain how understanding the structure and the elements of music are used in music selected for performance.
- I can explain how understanding the structure and the elements of music are used in music selected for performance.
- When analyzing selected music, I can read and

identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

- I can identify how cultural and historical context inform performances.
- I can 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.
- I can 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.
- I can perform the music with technical accuracy to convey the creator's intent.
- I can demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

RESPONDING

- I can select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- I can describe how the elements of music and expressive qualities relate to the structure of the pieces.
- I can identify the context of music from a variety of genres, cultures, and historical periods.
- I can describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
- I can apply teacher-provided criteria to evaluate musical works or performances.



Music

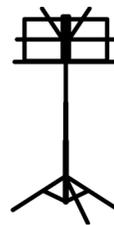
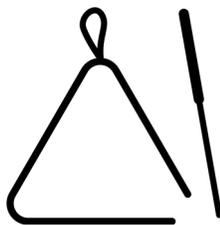
What Every Child Should Know 6th Grade

CONNECTING

- I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- I can 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.
- I can 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.
- I can apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
- I can 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.
- I can select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- I can generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- I can identify how cultural and historical context inform the performances.
- I can demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.
- I can identify the context of music from a variety of genres, cultures, and historical periods.
- I can apply teacher-provided criteria to evaluate musical works or performances.

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Music

What Every Child Should Know 7th Grade

CREATING

- I can generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- I can 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.
- I can use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- I can evaluate my own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- I can evaluate my own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- I can present the final version of my documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

PRESENTING

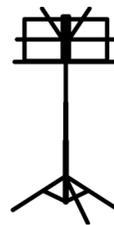
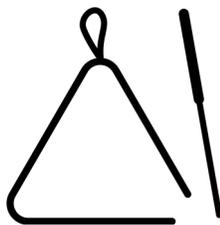
- I can apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- I can explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- I can explain and demonstrate the structure of contrasting pieces of music selected for performance

and how elements of music are used.

- When analyzing selected music, I can read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- I can identify how cultural and historical context inform performances and result in different music interpretations.
- I can 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) to convey intent.
- I can 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.
- I can perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- I can demonstrate performance decorum (ie. stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

RESPONDING

- I can select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.
- I can classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- I can identify and compare the context of music from a variety of genres, cultures, and historical periods.
- I can select from teacher-provided criteria to evaluate musical works or performances.



Music

What Every Child Should Know

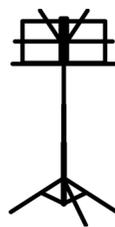
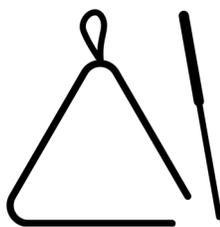
7th Grade

CONNECTING

- I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- I can 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.
- I can 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.
- I can 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.
- I can perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- I can select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.
- I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- I can generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- I can identify how cultural and historical context inform performance and results in different music interpretations.
- I can demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- I can identify and compare the context of music from a variety of genres, cultures, and historical periods.
- I can select from teacher-provided criteria to evaluate musical works or performances.

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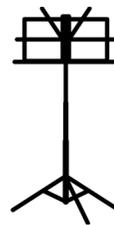
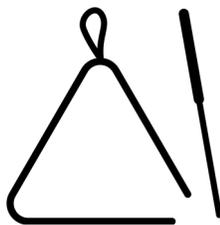
What Every Child Should Know 8th Grade

CREATING

- I can generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- I can 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.
- I can use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- I can evaluate my own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- I can describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- I can present the final version of my 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.

PERFORMING

- I can 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.
- I can compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- I can compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- When analyzing selected music, I can sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
- I can identify how cultural and historical context inform performances and result in different musical effects.
- I can 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).
- I can 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.
- I can perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
- I can demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.



Music

What Every Child Should Know 8th Grade

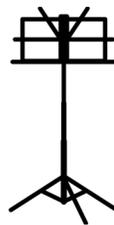
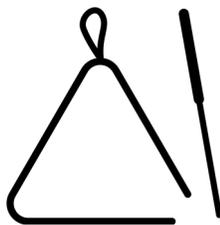
RESPONDING

- I can 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.
- I can compare how the elements of music and expressive qualities relate to the structure within programs of music.
- I can identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
- I can 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.
- I can apply appropriate personally-developed criteria to evaluate musical works or performances.

CONNECTING

- I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- I can select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.
- I can 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.

- I can 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.
- I can 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).
- I can 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.
- I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- I can generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- I can identify how cultural and historical context inform performance and results in different musical effects.
- I can demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
- I can identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
- I can apply appropriate personally-developed criteria to evaluate musical works or performances.

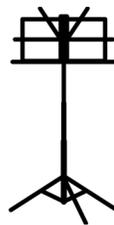
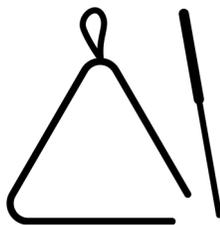


Music

What Every Child Should Know 8th Grade

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them—not just those identified as “talented”—with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our nation.



Music

What Every Child Should Know

High School Ensembles - Novice

Because many students become involved in Ensemble and Harmonizing classes before they enter high school, performance standards for these strands also include two preparatory levels: Novice and Accomplished.

CREATING

- I will compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
- I will select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- I will preserve draft compositions and improvisations through standard notation and audio recording.
- I will evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria
- I will 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.

PERFORMING

- I will 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.
- I will demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

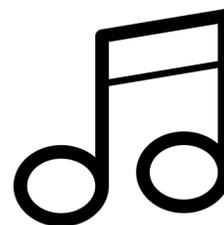
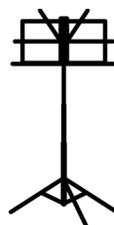
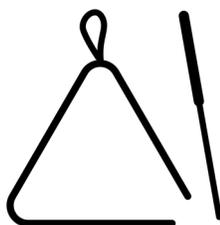
- I will identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- I will evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
- I will demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- I will demonstrate an awareness of the context of the music through prepared and improvised performances.

RESPONDING

- I will identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- I will identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
- I will 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.
- I will identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING

- I will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



Music

What Every Child Should Know

High School Ensembles - *ACOMPLISHED*

CREATING

- 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.
- 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.
- Preserve draft compositions and improvisations through standard notation, audio, or video recording.
- Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
- Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

PERFORMING

- 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.
- 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.
- 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.

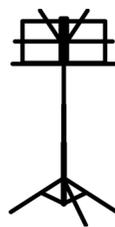
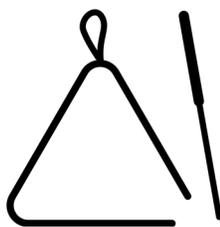
- Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
- Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

RESPONDING

- 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.
- Explain how the analysis of structures and contexts inform the response to music.
- 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.
- Evaluate works and performances based on research as well as personally-and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

CONNECTING

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



Music

What Every Child Should Know High School

CREATING

- 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.
- 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.
- Preserve draft compositions and improvisations through standard notation, audio, or video recording.
- Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

PERFORMING

- 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.
- 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.

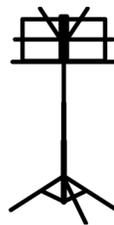
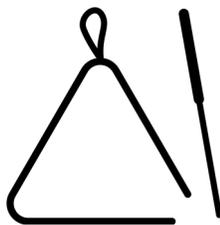
- Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
- Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

RESPONDING

- Explain how the analysis of structures and contexts inform the response to music.
- 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.
- Evaluate works and performances based on research as well as personally-and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

CONNECTING

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



Music

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