

MUSIC COMPOSITION AND THEORY

CREATING	Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?			
	Proficient 1.3B.12prof.Cr1	Accomplished 1.3B.12acc.Cr1	Advanced 1.3B.12adv.Cr1	
Imagine	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 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 experiences or abstract ideas.	Imagine
CREATING	Anchor Standard 2: Organizing and developing ideas. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?			
	Proficient 1.3B.12prof.Cr2	Accomplished 1.3B.12acc.Cr2	Advanced 1.3B.12adv.Cr2	
Plan, Make	a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.	a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.	a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.	Plan, Make
	b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).	b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).	b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.	
CREATING	Anchor Standard 3: Refining and completing products. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?			
	Proficient 1.3B.12prof.Cr3	Accomplished 1.3B.12acc.Cr3	Advanced 1.3B.12adv.Cr3	
Evaluate, Refine	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.	Evaluate, Refine
	b. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.	b. 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.	b. 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.	

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PERFORMING	Anchor Standard 4: Selecting, analyzing, and interpreting work. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?		
	Proficient 1.3B.12prof.Pr4	Accomplished 1.3B.12acc.Pr4	Advanced 1.3B.12adv.Pr4
Select, Analyze, Interpret	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.	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 (e.g., 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.
	b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.	b. 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.	b. 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.
	c. 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.	c. 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.	c. 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.
PERFORMING	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. 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(s): How do musicians improve the quality of their performance?		
	Proficient 1.3B.12prof.Pr5	Accomplished 1.3B.12acc.Pr5	Advanced 1.3B.12adv.Pr5
Rehearse, Evaluate, Refine	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.
PERFORMING	Anchor Standard 6: Conveying meaning through art. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		
	Proficient 1.3B.12prof.Pr6	Accomplished 1.3B.12acc.Pr6	Advanced 1.3B.12adv.Pr6
Present	a. Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.	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.	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.
	b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.	b. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.	b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

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RESPONDING	Anchor Standard 7: Perceiving and analyzing products. Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. Essential Question(s): How do individuals choose music to experience? How does understanding the structure and context of music inform a response?		
	Proficient 1.3B.12prof.Re7	Accomplished 1.3B.12acc.Re7	Advanced 1.3B.12adv.Re7
Select, Analyze	a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., 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.
	b. Analyze aurally and/or by reading 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 a composer, performer, and/or listener.	b. Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer, and/or listener.	b. Analyze aurally and 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. Explain how the analysis provides models for personal growth as a composer, performer, and/or listener.
RESPONDING	Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?		
	Proficient 1.3B.12prof.Re8	Accomplished 1.3B.12acc.Re8	Advanced 1.3B.12adv.Re8
Interpret	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.
RESPONDING	Anchor Standard 9: Applying criteria to evaluate products. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?		
	Proficient 1.3B.12prof.Re9	Accomplished 1.3B.12acc.Re9	Advanced 1.3B.12adv.Re9
Evaluate	a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the 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 an 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 the ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

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CONNECTING	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
	Proficient 1.3B.12prof.Cn10	Accomplished 1.3B.12acc.Cn10	Advanced 1.3B.12adv.Cn10
Interconnection	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.	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.
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5e, 1.3A.12acc.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5e, 1.3A.12adv.Re7a</i>
CONNECTING	Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
	Proficient 1.3B.12prof.Cn11	Accomplished 1.3B.12acc.Cn11	Advanced 1.3B.12adv.Cn11
Interconnection	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.
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5e, 1.3A.12acc.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5e, 1.3A.12adv.Re7a</i>