

# MUSIC ENSEMBLES

<b>CREATING</b>	<b>Anchor Standard 1: Generating and conceptualizing ideas.</b> <b>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</b> <b>Essential Question(s): How do musicians generate creative ideas?</b>				
	<b>Novice</b> <b>1.3C.12nov.Cr1</b>	<b>Intermediate</b> <b>1.3C.12int.Cr1</b>	<b>Proficient</b> <b>1.3C.12prof.Cr1</b>	<b>Accomplished</b> <b>1.3C.12acc.Cr1</b>	<b>Advanced</b> <b>1.3C.12adv.Cr1</b>
<b>Imagine</b>	a. Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	a. Compose and improvise ideas and motives 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 or cultures 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 historical periods or cultures studied in rehearsal.	a. Compose and improvise musical ideas for a variety of purposes and contexts.
<b>CREATING</b>	<b>Anchor Standard 2: Organizing and developing ideas.</b> <b>Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</b> <b>Essential Question(s): How do musicians make creative decisions?</b>				
	<b>Novice</b> <b>1.3C.12nov.Cr2</b>	<b>Intermediate</b> <b>1.3C.12int.Cr2</b>	<b>Proficient</b> <b>1.3C.12prof.Cr2</b>	<b>Accomplished</b> <b>1.3C.12acc.Cr2</b>	<b>Advanced</b> <b>1.3C.12adv.Cr2</b>
<b>Plan, Make</b>	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.	a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	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.	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.	a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
<b>CREATING</b>	<b>Anchor Standard 3: Refining and completing products.</b> <b>Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</b> <b>Essential Question(s): How do musicians improve the quality of their creative work?</b>				
	<b>Novice</b> <b>1.3C.12nov.Cr4</b>	<b>Intermediate</b> <b>1.3C.12int.Cr3</b>	<b>Proficient</b> <b>1.3C.12prof.Cr3</b>	<b>Accomplished</b> <b>1.3C.12acc.Cr3</b>	<b>Advanced</b> <b>1.3C.12adv.Cr3</b>
<b>Evaluate, Refine</b>	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.
	b. 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.	b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.	b. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.	b. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.	b. Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.

# MUSIC ENSEMBLES

PERFORMING						
<b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b> <b>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.</b> <b>Essential Question(s): How do performers select repertoire?</b>						
	Novice 1.3C.12nov.Pr4	Intermediate 1.3C.12int.Pr4	Proficient 1.3C.12prof.Pr4	Accomplished 1.3C.12acc.Pr4	Advanced 1.3C.12adv.Pr4	
Select, Analyze, Interpret	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 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 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.	Select, Analyze, Interpret
	b. Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.	b. 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.	b. 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.	b. 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.	b. Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.	
	c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	c. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.	c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.	
PERFORMING						
<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b> <b>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.</b> <b>Essential Question(s): How do musicians improve the quality of their performance?</b>						
	Novice 1.3C.12nov.Pr5	Intermediate 1.3C.12int.Pr5	Proficient 1.3C.12prof.Pr5	Accomplished 1.3C.12acc.Pr5	Advanced 1.3C.12adv.Pr5	
Rehearse, Evaluate, Refine	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.	Rehearse, Evaluate, Refine

<b>PERFORMING</b>	<b>Anchor Standard 6: Conveying meaning through art.</b> <b>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.</b> <b>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?</b>				
	<b>Novice</b> <b>1.3C.12nov.Pr6</b>	<b>Intermediate</b> <b>1.3C.12int.Pr6</b>	<b>Proficient</b> <b>1.3C.12prof.Pr6</b>	<b>Accomplished</b> <b>1.3C.12acc.Pr6</b>	<b>Advanced</b> <b>1.3C.12adv.Pr6</b>
<b>Present</b>	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	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.	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.	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.	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, engage, and respond to audiences through prepared and improvised performances.

# MUSIC ENSEMBLES

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?						
Novice 1.3C.12nov.Re7		Intermediate 1.3C.12int.Re7		Proficient 1.3C.12prof.Re7		
Accomplished 1.3C.12acc.Re7		Advanced 1.3C.12adv.Re7				
Select, Analyze	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	a. Explain the 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.	Select, Analyze
	b. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.	b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.	b. Explain how the analysis of structures and contexts inform the response to music.	b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.	
RESPONDING						
Anchor Standard 8: Interpreting intent and meaning.						
Enduring Understanding: Through their use of elements and structures of music, creators and performers.						
Essential Question(s): How do we discern the musical creators' and performers' expressive intent?						
Novice 1.3C.12nov.Re8		Intermediate 1.3C.12int.Re8		Proficient 1.3C.12prof.Re8		
Accomplished 1.3C.12acc.Re8		Advanced 1.3C.12adv.Re8				
Interpret	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).	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 the setting of the text (when appropriate).	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, the setting of the text (when appropriate), 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, the setting of the text (when appropriate), 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.	Interpret
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)?						
Novice 1.3C.12nov.Re9		Intermediate 1.3C.12int.Re9		Proficient 1.3C.12prof.Re9		
Accomplished 1.3C.12acc.Re9		Advanced 1.3C.12adv.Re9				
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.	Evaluate

# MUSIC ENSEMBLES

<b>CONNECTING</b>					
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b> <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b> <b>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</b>					
<b>Novice</b> <b>1.3C.12nov.Cn10</b>		<b>Intermediate</b> <b>1.3C.12int.Cn10</b>		<b>Proficient</b> <b>1.3C.12prof.Cn10</b>	
<b>Accomplished</b> <b>1.3C.12acc.Cn10</b>		<b>Advanced</b> <b>1.3C.12adv.Cn10</b>			
<b>Interconnection</b>	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.
	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a
<b>CONNECTING</b>					
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b> <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b> <b>Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</b>					
<b>Novice</b> <b>1.3C.12nov.Cn11</b>		<b>Intermediate</b> <b>1.3C.12int.Cn11</b>		<b>Proficient</b> <b>1.3C.12prof.Cn11</b>	
<b>Accomplished</b> <b>1.3C.12acc.Cn11</b>		<b>Advanced</b> <b>1.3C.12adv.Cn11</b>			
<b>Interconnection</b>	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.
	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a