

# MUSIC - GENERAL

<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>2<sup>nd</sup></b> <b>1.3A.2.Cr1</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Cr1</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Cr1</b>
<b>Imagine</b>	a. Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).	a. Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
<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>2<sup>nd</sup></b> <b>1.3A.2.Cr2</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Cr2</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Cr2</b>
<b>Plan, Make</b>	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	a. Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context	a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
	b. Use iconic or standard notation and/or recording technology to organize and document personal 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 recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
<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>2<sup>nd</sup></b> <b>1.3A.2.Cr3</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Cr3</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Cr3</b>
<b>Evaluate, Refine</b>	a. Interpret and apply personal, peer, and teacher feedback to revise personal music.	a. Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.	a. Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form and use of sound sources.
	b. Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	b. Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent.	b. Present the final versions of documented a. personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

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<b>PERFORMING</b>	<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>		
	<b>2<sup>nd</sup></b> <b>1.3A.2.Pr4</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Pr4</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Pr4</b>
<b>Select, Analyze, Interpret</b>	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, and context, as well as the students' technical skill.	a. Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.
		b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance	b. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
		c. Analyze selected music by reading and performing using standard notation.	c. Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
		d. Explain how context (e.g., personal, social, cultural, historical) informs performances.	d. Identify and explain how cultural and historical context inform performances and result in different musical effects.
		e. Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	e. 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 (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
<b>PERFORMING</b>	<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>		
	<b>2<sup>nd</sup></b> <b>1.3A.2.Pr5</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Pr5</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Pr5</b>
<b>Rehearse, Evaluate, Refine</b>	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.	a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	a. Identify and apply personally developed criteria (e.g., 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.
	b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	
	c. Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.		
	d. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.and melodic patterns using iconic or standard notation.		
	e. Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.		

<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>2<sup>nd</sup></b> <b>1.3A.2.Pr6</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Pr6</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Pr6</b>
<b>Present</b>	a. Perform music for a specific purpose with expression and technical accuracy.	a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	a. Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
	b. Perform appropriately for the audience and purpose.	b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	b. Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
			<b>Present</b>

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<b>RESPONDING</b>	<b>Anchor Standard 7: Perceiving and analyzing products.</b> <b>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.</b> <b>Essential Question(s): How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</b>		
	<b>2<sup>nd</sup></b> <b>1.3A.2.Re7</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Re7</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Re7</b>
<b>Select, Analyze</b>	a. Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.	a. Demonstrate and explain, <i>citing evidence</i> , how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	a. Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
	b. Describe how specific music concepts are used to support a specific purpose in music.	b. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).	b. Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist or live performance).
			c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
<b>RESPONDING</b>	<b>Anchor Standard 8: Interpreting intent and meaning.</b> <b>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.</b> <b>Essential Question(s): How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</b>		
	<b>2<sup>nd</sup></b> <b>1.3A.2.Re8</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Re8</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Re8</b>
<b>Evaluate</b>	a. Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	a. Apply appropriate personally developed criteria to evaluate musical works or performances.
<b>RESPONDING</b>	<b>Anchor Standard 9: Applying criteria to evaluate products.</b> <b>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</b> <b>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</b>		
	<b>2<sup>nd</sup></b> <b>1.3A.2.Re9</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Re9</b>	<b>8<sup>th</sup></b> <b>1.3A.8.Re9</b>
<b>Interpret</b>	a. Apply personal and expressive preferences in the evaluation of music.	a. Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.	a. Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures, and historical periods convey expressive intent.

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<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>2<sup>nd</sup></b> <b>1.3A.2.Cn10</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Cn10</b>	<b>8<sup>th</sup></b> <b>1.3A.8.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.
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr4e, 1.3A.2.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr5e, 1.3A.5.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr5e, 1.3A.8.Re7a</i>
<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>2<sup>nd</sup></b> <b>1.3A.2.Cn11</b>	<b>5<sup>th</sup></b> <b>1.3A.5.Cn11</b>	<b>8<sup>th</sup></b> <b>1.3A.8.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.
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr4e, 1.3A.2.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr5e, 1.3A.5.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr5e, 1.3A.8.Re7a</i>