



Oregon Music Standards

Grades preK-8, HS Composition & Theory, Music Technology, Harmonizing Instruments,
and Traditional and Emerging Ensembles Strands

VERSION 1.0



OREGON
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Music Standards: PreK-3

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

MU.1.CR1 Grade Level Standards PreK-3

Pre K MU.1.CR1.PK

1. With substantial guidance, explore and experience a variety of music.

Kindergarten MU.1.CR1.K

1. With guidance, explore and experience music concepts (such as beat and melodic contour).
2. With guidance, generate musical ideas (such as movements or motives).

1st Grade MU.1.CR1.1

1. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
2. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

2nd Grade MU.1.CR1.2

1. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
2. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

3rd Grade MU.1.CR1.3

1. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
2. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

Enduring Understanding MU.1.CR1

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question MU.1.CR1

How do musicians generate creative ideas?



Anchor Standard 2: Create – Organize and develop artistic ideas and work.

MU.2.CR2 Grade Level Standards PreK-3

Pre K MU.2.CR2.PK

1. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
2. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

Kindergarten MU.2.CR2.K

1. With guidance, demonstrate and choose favorite musical ideas.
2. With guidance, organize personal musical ideas using iconic notation and/or recording technology.

1st Grade MU.2.CR2.1

1. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
2. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

2nd Grade DA2.CR2.2

1. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
2. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

3rd Grade MU.2.CR2.3

1. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
2. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Enduring Understanding MU.2.CR2

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question MU.2.CR2

How do musicians make creative decisions?

Anchor Standard 3: Create – Refine and complete artistic work.

MU.3.CR3 Grade Level Standards PreK-3

Pre K MU.3.CR3.PK

1. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.
2. With substantial guidance, share revised personal musical ideas with peers.

Kindergarten MU.3.CR3.K

1. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
2. With guidance, demonstrate a final version of personal musical ideas to peers.

1st Grade MU.3.CR3.1

1. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
2. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

2nd Grade MU.3.CR3.2

1. Interpret and apply personal, peer, and teacher feedback to revise personal music.
2. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

3rd Grade MU.3.CR3.3

1. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively- developed criteria and feedback.
2. Present the final version of personal created music to others, and describe connection to expressive intent.

Enduring Understandings MU.3.CR3

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Questions MU.3.CR3

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

MU.4.PR1 Grade Level Standards PreK-3

Pre K MU.4.PR1.PK

1. With substantial guidance, demonstrate and state preference for varied musical selections.
2. With substantial guidance, explore and demonstrate awareness of musical contrasts.
3. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

Kindergarten MU.4.PR1.K

1. With guidance, demonstrate and state personal interest in varied musical selections.
2. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
3. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

1st Grade MU.4.PR1.1

1. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
2. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
3. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
4. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

2nd Grade MU.4.PR1.2

1. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
2. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
3. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
4. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

3rd Grade MU.4.PR1.3

1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
2. Demonstrate understanding of the structure in music selected for performance.
3. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
4. Describe how context (such as personal and social) can inform a performance.

5. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Enduring Understandings MU.4.PR1

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.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Questions MU.4.PR1

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

MU.5.PR2 Grade Level Standards PreK-3

Pre K MU.5.PR2.PK

1. With substantial guidance, practice and demonstrate what they like about their own performances.
2. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

Kindergarten MU.5.PR2.K

1. With guidance, apply personal, teacher, and peer feedback to refine performances.
2. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

1st Grade MU.5.PR2.1

1. With limited guidance, apply personal, teacher, and peer feedback to refine performances.
2. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

2nd Grade MU.5.PR2.2

1. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
2. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

3rd Grade MU.5.PR2.3

1. Apply teacher-provided and collaboratively- developed criteria and feedback to evaluate accuracy of ensemble performances.
2. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Enduring Understanding MU.5.PR2

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 MU.5.PR2

How do musicians improve the quality of their performance?

Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

MU.6.PR3 Grade Level Standards PreK-3

Pre K MU.6.PR3.PK

1. With substantial guidance, perform music with expression.

Kindergarten MU.6.PR3.K

1. With guidance, perform music with expression.
2. Perform appropriately for the audience.

1st Grade MU.6.PR3.1

1. With limited guidance, perform music for a specific purpose with expression.
2. Perform appropriately for the audience and purpose.

2nd Grade MU.6.PR3.2

1. Perform music for a specific purpose with expression and technical accuracy.
2. Perform appropriately for the audience and purpose.

3rd Grade MU.6.PR3.3

1. Perform music with expression and technical accuracy.
2. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Enduring Understanding MU.6.PR3

Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Question MU.6.PR3

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

MU.7.RE1 Grade Level Standards PreK-3

Pre K MU.7.RE1.PK

1. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.
2. With substantial guidance, explore musical contrasts in music.

Kindergarten MU.7.RE1.K

1. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
2. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

1st Grade MU.7.RE1.1

1. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
2. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

2nd Grade MU.7.RE1.2

1. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
2. Describe how specific music concepts are used to support a specific purpose in music.

3rd Grade MU.7.RE1.3

1. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
2. 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).

Enduring Understandings MU.7.RE1

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question MU.7.RE1

How do individuals choose music to experience?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

MU.8.RE2 Grade Level Standards PreK-3

Pre K MU.8.RE2.PK

1. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Kindergarten MU.8.RE2.K

1. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

1st Grade MU.8.RE2.1

1. With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

2nd Grade MU.8.RE2.2

1. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

3rd Grade MU.8.RE2.3

1. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Enduring Understanding MU.8.RE2

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question MU.8.RE2

How do we discern the musical creators' and performers' expressive intent?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

MU.9.RE3 Grade Level Standards PreK-3

Pre K MU.9.RE3.PK

With substantial guidance, talk about personal and expressive preferences in music.

Kindergarten MU.9.RE3.K

With guidance, apply personal and expressive preferences in the evaluation of music.

1st Grade MU.9.RE3.1

With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

2nd Grade MU.9.RE3.2

Apply personal and expressive preferences in the evaluation of music for specific purposes.

3rd Grade MU.9.RE3.3

Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Enduring Understanding MU.9.RE3

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question MU.9.RE3

How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

MU.10.CO1 Grade Level Standards PreK-3

Pre K MU.10.CO1.PK

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. With substantial guidance, share revised musical ideas with peers.
2. With substantial guidance, demonstrate and state preference for varied musical selections.
3. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

Kindergarten MU.10.CO1.K

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. With guidance, demonstrate a final version of personal musical ideas to peers.
2. With guidance, demonstrate and state personal interest in varied musical selections.
3. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

1st Grade MU.10.CO1.1

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
2. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
3. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
4. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

2nd Grade MU.10.CO1.2

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.
2. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
3. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
4. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

3rd Grade MU.10.CO1.3

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
2. Present the final version of created music for others, and describe connection to expressive intent.
3. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
4. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
5. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

Enduring Understanding MU.10.CO1

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question MU.10.CO1

How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.11.CO2 Grade Level Standards PreK-3

Pre K MU.11.CO2.PK

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. With substantial guidance, explore and demonstrate awareness of musical contrasts.
2. With substantial guidance, explore musical contrasts in music.
3. With substantial guidance, talk about their personal and expressive preferences in music.

Kindergarten MU.11.CO2.K

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
2. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
3. With guidance, apply personal and expressive preferences in the evaluation of music.

1st Grade MU.11.CO2.1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
2. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
3. With limited guidance, perform music for a specific purpose with expression.
4. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose.
5. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

2nd Grade MU.11.CO2.2

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
2. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
3. Perform music for a specific purpose with expression and technical accuracy.
4. Describe how specific music concepts are used to support a specific purpose in music.
5. Apply personal and expressive preferences in the evaluation of music for specific purposes.

3rd Grade MU.11.CO2.3

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
2. Describe how context (such as personal and social) can inform a performance.
3. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.
4. 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).
5. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Enduring Understanding MU.11.CO2

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question MU.11.CO2

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Music Standards 4-8

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

MU.1.CR1 Grade Level Standards 4-8

4th Grade MU.1.CR1.4

1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
2. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

5th Grade MU.1.CR1.5

1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
2. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

6th Grade MU.1.CR1.6

1. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

7th Grade MU.1.CR1.7

1. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

8th Grade MU.1.CR1.8

1. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Enduring Understanding MU.1.CR1

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question MU.1.CR1

How do musicians generate creative ideas?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

MU.2.CR2 Grade Level Standards 4-8

4th Grade MU.2.CR2.4

1. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
2. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

5th Grade MU.2.CR2.5

1. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
2. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

6th Grade MU.2.CR2.6

1. 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.
2. 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.

7th Grade DA2.CR2.7

1. 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.
2. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

8th Grade MU.2.CR2.8

1. 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.
2. Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Enduring Understanding MU.2.CR2

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question MU.2.CR2

How do musicians make creative decisions?

Anchor Standard 3: Create – Refine and complete artistic work.

MU.3.CR3 Grade Level Standards 4-8

4th Grade MU.3.CR3.4

1. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.
2. Present the final version of personal created music to others, and explain connection to expressive intent.

5th Grade MU.3.CR3.5

1. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.
2. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

6th Grade MU.3.CR3.6

1. Evaluate their own work, applying teacher- provided criteria such as application of selected elements of music, and use of sound sources.
2. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
3. 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.

7th Grade MU.3.CR3.7

1. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
2. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
3. 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.

8th Grade MU.3.CR3.8

1. Evaluate their own work by selecting and applying criteria including appropriate application of compositional technique, style, form, and use of sound sources.
2. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
3. 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.

Enduring Understandings MU.3.CR3

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Questions MU.3.CR3

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

MU.4.PR1 Grade Level Standards 4-8

4th Grade MU.4.PR1.4

1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
2. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
3. When analyzing selected music, read and perform using iconic and/or standard notation.
4. Explain how context (such as social and cultural) informs a performance.
5. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

5th Grade MU.4.PR1.5

1. 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.
2. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
3. When analyzing selected music, read and perform using standard notation.
4. Explain how context (such as social, cultural, and historical) informs performances.
5. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

6th Grade MU.4.PR1.6

1. Apply teacher- provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
2. Explain how understanding the structure and the elements of music are used in music selected for performance.
3. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
4. Identify how cultural and historical context inform performances.
5. 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.

7th Grade MU.4.PR1.7

1. 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.
2. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

3. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
4. Identify how cultural and historical context inform performances and result in different music interpretations.
5. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

8th Grade MU.4.PR1.8

1. 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.
2. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
3. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
4. Identity how cultural and historical context inform performances and result in different musical effects.
5. 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).

Enduring Understandings MU.4.PR1

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.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Questions MU.4.PR1

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

MU.5.PR2 Grade Level Standards 4-8

4th Grade MU.5.PR2.4

1. Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
2. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

5th Grade MU.5.PR2.5

1. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
2. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

6th Grade MU.5.PR2.6

1. 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.

7th Grade MU.5.PR2.7

1. 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.

8th Grade MU.5.PR2.8

1. 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.

Enduring Understanding MU.5.PR2

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 MU.5.PR2

How do musicians improve the quality of their performance?

Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

MU.6.PR3 Grade Level Standards 4-8

4th Grade MU.6.PR3.4

1. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
2. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

5th Grade MU.6.PR3.5

1. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
2. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

6th Grade MU.6.PR3.6

1. Perform the music with technical accuracy to convey the creator's intent.
2. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

7th Grade MU.6.PR3.7

1. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
2. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

8th Grade MU.6.PR3.8

1. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
2. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Enduring Understanding MU.6.PR3

Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Question MU.6.PR3

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Anchor Standard 7: Respond – Perceive and analyze artistic work,

MU.7.RE1 Grade Level Standards 4-8

4th Grade MU.7.RE1.4

1. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
2. 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).

5th Grade MU.7.RE1.5

1. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
2. 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).

6th Grade MU.7.RE1.6

1. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
2. Describe how the elements of music and expressive qualities relate to the structure of the pieces.
3. Identify the context of music from a variety of genres, cultures, and historical periods.

7th Grade MU.7.RE1.7

1. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.
2. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
3. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

8th Grade MU.7.RE1.8

1. 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.
2. Compare how the elements of music and expressive qualities relate to the structure within programs of music.
3. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Enduring Understandings MU.7.RE1

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Questions MU.7.RE1

How do individuals choose music to experience?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

MU.8.RE2 Grade Level Standards 4-8

4th Grade MU.8.RE2.4

1. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

5th Grade MU.8.RE2.5

1. 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.

6th Grade MU.8.RE2.6

1. 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.

7th Grade MU.8.RE2.7

1. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

8th Grade MU.8.RE2.8

1. 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.

Enduring Understanding MU.8.RE2

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question MU.8.RE2

How do we discern the musical creators' and performers' expressive intent?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

MU.9.RE3 Grade Level Standards 4-8

4th Grade MU.9.RE3.4

1. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

5th Grade MU.9.RE3.5

1. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

6th Grade MU.9.RE3.6

1. Apply teacher-provided criteria to evaluate musical works or performances.

7th Grade MU.9.RE3.7

1. Select from teacher- provided criteria to evaluate musical works or performances.

8th Grade MU.9.RE3.8

1. Apply appropriate personally-developed criteria to evaluate musical works or performances.

Enduring Understanding MU.9.RE3

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question MU.9.RE3

How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

MU.10.CO1 Grade Level Standards 4-8

4th Grade MU.10.CO1.4

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
2. Present the final version of created music for others, and explain connection to expressive intent.
3. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
4. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).
5. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

5th Grade MU.10.CO1.5

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
2. Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.
3. 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.
4. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
5. Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.

6th Grade MU.10.CO1.6

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. 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.
2. 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.

3. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
4. 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.
5. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

7th Grade MU.10.CO1.7

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. 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.
2. 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.
3. 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.
4. 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.
5. Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.

8th Grade MU.10.CO1.8

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. 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.
2. 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.
3. 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.

4. 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).
5. 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.

Enduring Understanding MU.10.CO1

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question MU.10.CO1

How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.11.CO2 Grade Level Standards 4-8

4th Grade MU.11.CO2.4

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
2. Explain how context (such as social and cultural) informs a performance.
3. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
4. 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).
5. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

5th Grade MU.11.CO2.5

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
2. Explain how context (such as social, cultural, and historical) informs performances.
3. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
4. 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).
5. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

6th Grade MU.11.CO2.6

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
2. Identify how cultural and historical context inform the performances.
3. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.
4. Identify the context of music from a variety of genres, cultures, and historical periods.
5. Apply teacher-provided criteria to evaluate musical works or performances.

7th Grade MU.11.CO2.7

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
2. Identify how cultural and historical context inform performance and results in different music interpretations.
3. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
4. Identify and compare the context of music from a variety of genres, cultures, and historical periods.
5. Select from teacher- provided criteria to evaluate musical works or performances.

8th Grade MU.11.CO2.8

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
2. Identity how cultural and historical context inform performance and results in different musical effects.
3. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
4. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
5. Apply appropriate personally-developed criteria to evaluate musical works or performances.

Enduring Understanding MU.11.CO2

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question MU.11.CO2

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Music Standards 9-12 Composition & Theory Strand

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

MU.CT.1.CR1 Grade Level Standards HS

HS Proficient MU.CT.1.CR1.HS1

1. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

HS Accomplished MU.CT.1.CR1.HS2

1. Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

HS Advanced MU.CT.1.CR1.HS3

1. Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

Enduring Understanding MU.CT.1.CR1

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question MU.CT.1.CR1

How do musicians generate creative ideas?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

MU.CT.2.CR2 Grade Level Standards HS

HS Proficient MU.CT.2.CR2.HS1

1. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
2. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).

HS Accomplished MU.CT.2.CR2.HS2

1. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.
2. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).

HS Advanced MU.CT.2.CR2.HS3

1. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.
2. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

Enduring Understanding MU.CT.2.CR2

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question MU.CT.2.CR2

How do musicians make creative decisions?

Anchor Standard 3: Create – Refine and complete artistic work.

MU.CT.3.CR3 Grade Level Standards HS

HS Proficient MU.CT.3.CR3.HS1

1. Identify, describe, and apply teacher- provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
2. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
3. Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.

HS Accomplished MU.CT.3.CR3.HS2

1. 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.
2. 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.
3. Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.

HS Advanced MU.CT.3.CR3.HS3

1. Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
2. 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.
3. Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.

Enduring Understanding MU.CT.3.CR3

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question MU.CT.3.CR3

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

MU.CT.4.PR1 Grade Level Standards HS

HS Proficient MU.CT.4.PR1.HS1

1. Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).
2. Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance
3. 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.

HS Accomplished MU.CT.4.PR1.HS2

1. Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.
2. 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.
3. 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.

HS Advanced MU.CT.4.PR1.HS3

1. 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.
2. 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.
3. 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.

Enduring Understandings MU.CT.4.PR1

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.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Questions MU.CT.4.PR1

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

MU.CT.5.PR2 Grade Level Standards HS

HS Proficient MU.CT.5.PR2.HS1

1. Create rehearsal plans for works, identifying repetition and variation within the form.
2. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
3. Identify and implement strategies for improving the technical and expressive aspects of multiple works.

HS Accomplished MU.CT.5.PR2.HS2

1. 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.
2. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.
3. Identify and implement strategies for improving the technical and expressive aspects of varied works.

HS Advanced MU.CT.5.PR2.HS3

1. 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.
2. 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.
3. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

Enduring Understanding MU.CT.5.PR2

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 MU.CT.5.PR2

How do musicians improve the quality of their performance?

Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

MU.CT.6.PR3 Grade Level Standards HS

HS Proficient MU.CT.6.PR3.HS1

1. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
2. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

HS Accomplished MU.CT.6.PR3.HS2

1. 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.
2. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

HS Advanced MU.CT.6.PR3.HS3

1. 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.
2. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

Enduring Understanding MU.CT.6.PR3

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 MU.CT.6.PR3

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

MU.CT.7.RE1 Grade Level Standards HS

HS Proficient MU.CT.7.RE1.HS1

1. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.
2. Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

HS Accomplished MU.CT.7.RE1.HS2

1. 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.
2. Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

HS Advanced MU.CT.7.RE1.HS2

1. 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.
2. Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

Enduring Understandings MU.CT.7.RE1

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Questions MU.CT.7.RE1

How do individuals choose music to experience?

How does understanding the structure and context of music inform a response?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

MU.CT.8.RE2 Grade Level Standards HS

HS Proficient MU.CT.8.RE2.HS1

1. 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.

HS Accomplished MU.CT.8.RE2.HS2

1. 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.

HS Advanced MU.CT.8.RE2.HS3

1. 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.

Enduring Understanding MU.CT.8.RE2

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question MU.CT.8.RE2

How do we discern the musical creators' and performers' expressive intent?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

MU.CT.9.RE3 Grade Level Standards HS

HS Proficient MU.CT.9.RE3.HS1

1. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.
2. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

HS Accomplished MU.CT.9.RE3.HS2

1. 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.
2. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

HS Advanced MU.CT.9.RE3.HS3

1. Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.
2. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Enduring Understanding MU.CT.9.RE3

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question MU.CT.9.RE3

How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

MU.CT.10.CO1 Grade Level Standards HS

HS Proficient MU.CT.10.CO1.HS1

1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.CT.1.CR1.HS1.1 *Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.*
- MU.CT.3.CR3.HS1.2 *Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.*
- MU.CT.4.PR1.HS1.1 *Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).*
- MU.CT.8.RE2.HS1.1 *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.*

HS Accomplished MU.CT.10.CO1.HS2

1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.CT.1.CR1.HS2.1 *Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.*
- MU.CT.3.CR3.HS2.2 *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.*
- MU.CT.4.PR1.HS2.1 *Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.*
- MU.CT.8.RE2.HS2.1 *Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.*

HS Advanced MU.CT.10.CO1.HS3

1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.CT.1.CR1.HS3.1 *Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.*
- MU.CT.3.CR3.HS3.3 *Share music through the use of notation, solo or group performance, or technology and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.*
- MU.CT.4.PR1.HS3.1 *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.*
- MU.CT.8.RE2.HS3.1 *Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' musical and expressive intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.*

Enduring Understanding MU.CT.10.CO1

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question MU.CT.10.CO1

How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.CT.11.CO2 Grade Level Standards HS

HS Proficient MU.CT.11.CO2.HS1

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

- MU.CT.2.CR2.HS1.1 *Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.*
- MU.CT.4.PR1.HS1.2 *Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.*
- MU.CT.6.PR3.HS1.1 *Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.*
- MU.CT.7.RE1.HS1.1 *Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.*

HS Accomplished MU.CT.11.CO2.HS2

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

- MU.CT.2.CR2.HS2.1 *Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.*
- MU.CT.4.PR1.HS2.2 *Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.*
- MU.CT.6.PR3.HS1.1 *Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.*
- MU.CT.7.RE1.HS1.1 *Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.*

HS Advanced MU.CT.11.CO2.HS3

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

- MU.CT.2.CR2.HS3.1 *Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.*

- MU.CT.4.PR1.HS3.2 *Analyze how the elements of music (including form) and compositional techniques of the selected work(s) relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.*
- MU.CT.6.PR3.HS3.1 *Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.*
- MU.CT.7.RE1.HS3.1 *Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.*

Enduring Understanding MU.CT.11.CO2

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question MU.CT.11.CO2

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Music Standards 9-12 Music Technology Strand

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

MU.MT.1.CR1 Grade Level Standards HS

HS Proficient MU.MT.1.CR1.HS1

1. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

HS Accomplished MU.MT.1.CR1.HS2

1. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

HS Advanced MU.MT.1.CR1.HS3

1. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

Enduring Understanding MU.MT.1.CR1

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question MU.MT.1.CR1

How do musicians generate creative ideas?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

MU.MT.2.CR2 Grade Level Standards HS

HS Proficient MU.MT.2.CR2.HS1

1. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

HS Accomplished MU.MT.2.CR2.HS2

1. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

HS Advanced MU.MT.2.CR2.HS3

1. Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

Enduring Understanding MU.MT.2.CR2

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question MU.MT.2.CR2

How do musicians make creative decisions?

Anchor Standard 3: Create – Refine and complete artistic work.

MU.MT.3.CR3 Grade Level Standards HS

HS Proficient MU.MT.3.CR3.HS1

1. Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
2. Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

HS Accomplished MU.MT.3.CR3.HS2

1. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
2. Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

HS Advanced MU.MT.3.CR3.HS3

1. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
2. Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.

Enduring Understandings MU.MT.3.CR3

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Questions MU.MT.3.CR3

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

MU.MT.4.PR1 Grade Level Standards HS

HS Proficient MU.MT.4.PR1.HS1

1. Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.
2. Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
3. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

HS Accomplished MU.MT.4.PR1.HS2

1. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.
2. Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.
3. Demonstrate how understanding the style , genre , context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

HS Advanced MU.MT.4.PR1.HS3

1. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.
2. Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.
3. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

Enduring Understandings MU.MT.4.PR1

Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Questions MU.MT.4.PR1

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

MU.MT.5.PR2 Grade Level Standards HS

HS Proficient MU.MT.5.PR2.HS1

1. Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

HS Accomplished MU.MT.5.PR2.HS2

1. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

HS Advanced MU.MT.5.PR2.HS3

1. Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

Enduring Understanding MU.MT.5.PR2

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence.

Essential Question MU.MT.5.PR2

How do musicians improve the quality of their performance?

Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

MU.MT.6.PR3 Grade Level Standards HS

HS Proficient MU.MT.6.PR3.HS1

1. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
2. Demonstrate an understanding of the context of music through prepared and improvised performances.

HS Accomplished MU.MT.6.PR3.HS2

1. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
2. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

HS Advanced MU.MT.6.PR3.HS3

1. Integrating digital and analog tools and resource, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.
2. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

Enduring Understanding MU.MT.6.PR3

Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Question MU.MT.6.PR3

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Anchor Standards 7: Respond – Perceive and analyze artistic work.

MU.MT.7.RE1 Grade Level Standards HS

HS Proficient MU.MT.7.RE1.HS1

1. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
2. Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

HS Accomplished MU.MT.7.RE1.HS2

1. Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.
2. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

HS Advanced MU.MT.7.RE1.HS2

1. Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
2. Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

Enduring Understandings MU.MT.7.RE1

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question MU.MT.7.RE1

How do individuals choose music to experience?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

MU.MT.8.RE2 Grade Level Standards HS

HS Proficient MU.MT.8.RE2.HS1

1. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

HS Accomplished MU.MT.8.RE2.HS2

1. Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

HS Advanced MU.MT.8.RE2.HS3

1. Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Enduring Understanding MU.MT.8.RE2

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question MU.MT.8.RE2

How do we discern the musical creators' and performers' expressive intent?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

MU.MT.9.RE3 Grade Level Standards HS

HS Proficient MU.MT.9.RE3.HS1

1. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

HS Accomplished MU.MT.9.RE3.HS2

1. Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

HS Advanced MU.MT.9.RE3.HS3

1. Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.

Enduring Understanding MU.MT.9.RE3

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question MU.MT.9.RE3

How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

MU.MT.10.CO1 Grade Level Standards HS

HS Proficient MU.MT.10.CO1.HS1

1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS Accomplished MU.MT.10.CO1.HS2

1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS Advanced MU.MT.10.CO1.HS3

1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Enduring Understanding MU.MT.10.CO1

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question MU.MT.10.CO1

How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.MT.11.CO2 Grade Level Standards HS

HS Proficient MU.MT.11.CO2.HS1

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Accomplished MU.MT.11.CO2.HS2

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

HS Advanced MU.MT.11.CO2.HS3

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Enduring Understanding MU.MT.11.CO2

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question MU.MT.11.CO2

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Music Standards 9-12 Harmonizing Instruments Strand

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

MU.HI.1.CR1 Grade Level Standards HS

Novice MU.HI.1.CR1.HS1

1. Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two- phrase) and chordal accompaniments for given melodies.

Intermediate MU.HI.1.CR1.HS2

1. Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to three-chord accompaniments for given melodies.

HS Proficient MU.HI.1.CR1.HS3

1. Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three- or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

HS Accomplished MU.HI.1.CR1.HS4

1. Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.

HS Advanced MU.HI.1.CR1.HS5

1. Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Enduring Understanding MU.HI.1.CR1

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question MU.HI.1.CR1

How do musicians generate creative ideas?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

MU.HI.2.CR2 Grade Level Standards HS

Novice MU.HI.2.CR2.HS1

1. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.

Intermediate MU.HI.2.CR2.HS2

1. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three- chord accompaniments for given melodies.

HS Proficient MU.HI.2.CR2.HS3

1. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three- or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

HS Accomplished MU.HI.2.CR2.HS4

1. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.

HS Advanced MU.HI.2.CR2.HS5

1. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Enduring Understanding MU.HI.2.CR2

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question MU.HI.2.CR2

How do musicians make creative decisions?

Anchor Standard 3: Create – Refine and complete artistic work.

MU.HI.3.CR3 Grade Level Standards HS

Novice MU.HI.3.CR3.HS1

1. Apply teacher- provided criteria to critique, improve, and refine drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.
2. Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

Intermediate MU.HI.3.CR3.HS2

1. Apply teacher- provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two- to-three-chord accompaniments for given melodies.
2. Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three- chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

HS Proficient MU.HI.3.CR3.HS3

1. Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or- more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
2. Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three- or-more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

HS Accomplished MU.HI.3.CR3.HS4

1. Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
2. Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

HS Advanced MU.HI.3.CR3.HS5

1. Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.

2. Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

Enduring Understandings MU.HI.3.CR3

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Questions MU.HI.3.CR3

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

MU.HI.4.PR1 Grade Level Standards HS

Novice MU.HI.4.PR1.HS1

1. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.
2. Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
3. Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

Intermediate MU.HI.4.PR1.HS2

1. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.
2. Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
3. Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

HS Proficient MU.HI.4.PR1.HS3

1. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
2. Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
3. Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

HS Accomplished MU.HI.4.PR1.HS4

1. Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
2. Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
3. Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

HS Advanced MU.HI.4.PR1.HS5

1. Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
2. Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
3. Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Enduring Understandings MU.HI.4.PR1

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.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Questions MU.HI.4.PR1

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

MU.HI.5.PR2 Grade Level Standards HS

Novice MU.HI.5.PR2.HS1

1. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.

Intermediate MU.HI.5.PR2.HS2

1. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

HS Proficient MU.HI.5.PR2.HS3

1. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

HS Accomplished MU.HI.5.PR2.HS4

1. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

HS Advanced MU.HI.5.PR2.HS5

1. Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

Enduring Understanding MU.HI.5.PR2

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 MU.HI.5.PR2

How do musicians improve the quality of their performance?

Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

MU.HI.6.PR3 Grade Level Standards HS

Novice MU.HI.6.PR3.HS1

1. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Intermediate MU.HI.6.PR3.HS2

1. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

HS Proficient MU.HI.6.PR3.HS3

1. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

HS Accomplished MU.HI.6.PR3.HS4

1. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

HS Advanced MU.HI.6.PR3.HS5

1. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Enduring Understanding MU.HI.6.PR3

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 MU.HI.6.PR3

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

MU.HI.7.RE1 Grade Level Standards HS

Novice MU.HI.7.RE1.HS1

1. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.
2. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Intermediate MU.HI.7.RE1.HS2

1. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
2. Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

HS Proficient MU.HI.7.RE1.HS3

1. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
2. Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

HS Accomplished MU.HI.7.RE1.HS4

1. Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context.
2. Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.

HS Advanced MU.HI.7.RE1.HS5

1. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
2. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

Enduring Understandings MU.HI.7.RE1

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions MU.HI.7.RE1

How do individuals choose music to experience?

How does understanding the structure and context of music inform a response?

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU.HI.8.RE2 Grade Level Standards HS

Novice MU.HI.8.RE2.HS1

1. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

Intermediate MU.HI.8.RE2.HS2

1. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.

HS Proficient MU.HI.8.RE2.HS3

1. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

HS Accomplished MU.HI.8.RE2.HS4

1. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.

HS Advanced MU.HI.8.RE2.HS5

1. Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

Enduring Understanding MU.HI.8.RE2

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question MU.HI.8.RE2

How do we discern the musical creators' and performers' expressive intent?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

MU.HI.9.RE3 Grade Level Standards HS

Novice MU.HI.9.RE3.HS1

1. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Intermediate MU.HI.9.RE3.HS2

1. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

HS Proficient MU.HI.9.RE3.HS3

1. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

HS Accomplished MU.HI.9.RE3.HS4

1. Apply personally- developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.

HS Advanced MU.HI.9.RE3.HS5

1. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

Enduring Understanding MU.HI.9.RE3

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question MU.HI.9.RE3

How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

MU.HI.10.CO1 Grade Level Standards HS

Novice MU.HI.10.CO1.HS1

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.HI.3.CR3.HS1.2 *Share final versions of simple melodies (such as two- phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.*
- MU.HI.4.PR1.HS1.1 *Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skills, as well as the context of the performances.*
- MU.HI.7.RE1.HS1.1 *Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and connections to interest, purpose, or experiences.*

Intermediate MU.HI.10.CO1.HS2

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.HI.3.CR3.HS2.2 *Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two- to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.*
- MU.HI.4.PR1.HS2.1 *Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skills (citing technical challenges that need to be addressed), as well as the context of the performances.*
- MU.HI.7.RE1.HS2.1 *Cite reasons for how the musical selections use the elements of music and make connections to specific interests, purposes, and experiences.*

HS Proficient MU.HI.10.CO1.HS3

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.HI.3.CR3.HS3.2 *Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three- or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.*
- MU.HI.4.PR1.HS3.1 *Explain the criteria used when selecting a varied repertoire of music, based on personal interest and technical skills for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).*
- MU.HI.7.RE1.HS3.1 *Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, connections to interest, purpose, and context.*

HS Accomplished MU.HI.10.CO1.HS4

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.HI.3.CR3.HS4.2 *Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.*
- MU.HI.4.PR1.HS4.1 *Develop and apply criteria for selecting a varied repertoire of music, based on personal interest and technical skills for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.*

HS Advanced MU.HI.10.CO1.HS5

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.HI.3.CR3.HS5.2 *Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.*
- MU.HI.4.PR1.HS5.1 *Develop and apply criteria for selecting a varied repertoire of music for a program of music, based on personal interest and technical skills, for individual and*

small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different styles.

Enduring Understanding MU.HI.10.CO1

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question MU.HI.10.CO1

How do musicians make meaningful connections to creating, performing, and responding?

Music Standards 9-12 Traditional and Emerging Ensembles Strand

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

MU.TE.1.CR1 Grade Level Standards HS

Novice MU.TE.1.CR1.HS1

1. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

Intermediate MU.TE.1.CR1.HS2

1. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

HS Proficient MU.TE.1.CR1.HS3

1. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

HS Accomplished MU.TE.1.CR1.HS4

1. 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.

HS Advanced MU.TE.1.CR1.HS5

1. Compose and improvise musical ideas for a variety of purposes and contexts.

Enduring Understanding MU.TE.1.CR1

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question MU.TE.1.CR1

How do musicians generate creative ideas?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

MU.TE.2.CR2 Grade Level Standards HS

Novice MU.TE.2.CR2.HS1

1. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
2. Preserve draft compositions and improvisations through standard notation and audio recording.

Intermediate MU.TE.2.CR2.HS2

1. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
2. Preserve draft compositions and improvisations through standard notation and audio recording.

HS Proficient MU.TE.2.CR2.HS3

1. 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.
2. Preserve draft compositions and improvisations through standard notation and audio recording.

HS Accomplished MU.TE.2.CR2.HS4

1. 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.
2. Preserve draft compositions and improvisations through standard notation, audio, or video recording.

HS Advanced MU.TE.2.CR2.HS5

1. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
2. Preserve draft musical works through standard notation, audio, or video recording.

Enduring Understanding MU.TE.2.CR2

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question MU.TE.2.CR2

How do musicians make creative decisions?

Anchor Standard 3: Create – Refine and complete artistic work.

MU.TE.3.CR3 Grade Level Standards HS

Novice MU.TE.3.CR3.HS1

1. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria.
2. 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.

Intermediate MU.TE.3.CR3.HS2

1. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.
2. Share personally- developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

HS Proficient MU.TE.3.CR3.HS3

1. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
2. Share personally- developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

HS Accomplished MU.TE.3.CR3.HS4

1. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
2. Share personally- developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

HS Advanced MU.TE.3.CR3.HS5

1. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
2. Share varied, personally- developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Enduring Understandings MU.TE.3.CR3

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Questions MU.TE.3.CR3

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

MU.TE.4.PR1 Grade Level Standards HS

Novice MU.TE.4.PR1.HS1

1. 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.
2. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
3. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Intermediate MU.TE.4.PR1.HS2

1. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
2. 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.
3. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

HS Proficient MU.TE.4.PR1.HS3

1. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
2. 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.
3. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

HS Accomplished MU.TE.4.PR1.HS4

1. 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.
2. 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.

3. 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.

HS Advanced MU.TE.4.PR1.HS5

1. 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.
2. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
3. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

Enduring Understandings MU.TE.4.PR1

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.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Questions MU.TE.4.PR1

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

MU.TE.5.PR2 Grade Level Standards HS

Novice MU.TE.5.PR2.HS1

1. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Intermediate MU.TE.5.PR2.HS2

1. 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.

HS Proficient MU.TE.5.PR2.HS3

1. 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.

HS Accomplished MU.TE.5.PR2.HS4

1. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

HS Advanced MU.TE.5.PR2.HS5

1. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Enduring Understanding MU.TE.5.PR2

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 MU.TE.5.PR2

How do musicians improve the quality of their performance?

Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

MU.TE.6.PR3 Grade Level Standards HS

Novice MU.TE.6.PR3.HS1

1. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
2. Demonstrate an awareness of the context of the music through prepared and improvised performances.

Intermediate MU.TE.6.PR3.HS2

1. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
2. Demonstrate an understanding of the context of the music through prepared and improvised performances.

HS Proficient MU.TE.6.PR3.HS3

1. 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.
2. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

HS Accomplished MU.TE.6.PR3.HS4

1. 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.
2. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

HS Advanced MU.TE.6.PR3.HS5

1. 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.
2. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

Enduring Understanding MU.TE.6.PR3

Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Question MU.TE.6.PR3

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

MU.TE.7.RE1 Grade Level Standards HS

Novice MU.TE.7.RE1.HS1

1. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
2. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Intermediate MU.TE.7.RE1.HS2

1. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
2. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

HS Proficient MU.TE.7.RE1.HS3

1. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
2. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

HS Accomplished MU.TE.7.RE1.HS4

1. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
2. Explain how the analysis of structures and contexts inform the response to music.

HS Advanced MU.TE.7.RE1.HS5

1. 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.
2. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

Enduring Understandings MU.TE.7.RE1

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Questions MU.TE.7.RE1

How do individuals choose music to experience?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

MU.TE.8.RE2 Grade Level Standards HS

Novice MU.TE.8.RE2.HS1

1. 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.

Intermediate MU.TE.8.RE2.HS2

1. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

HS Proficient MU.TE.8.RE2.HS3

1. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

HS Accomplished MU.TE.8.RE2.HS4

1. 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.

HS Advanced MU.TE.8.RE2.HS5

1. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Enduring Understanding MU.TE.8.RE2

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question MU.TE.8.RE2

How do we discern the musical creators' and performers' expressive intent?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

MU.TE.9.RE3 Grade Level Standards HS

Novice MU.TE.9.RE3.HS1

1. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Intermediate MU.TE.9.RE3.HS2

1. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

HS Proficient MU.TE.9.RE3.HS3

1. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

HS Accomplished MU.TE.9.RE3.HS4

1. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

HS Advanced MU.TE.9.RE3.HS5

1. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision- making, research, and understanding of contexts.

Enduring Understanding MU.TE.9.RE3

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question MU.TE.9.RE3

How do we judge the quality of musical work(s) and performance(s)?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

MU.TE.10.CO1 Grade Level Standards HS

Novice MU.TE.10.CO1.HS1

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.TE.3.CR3.HS1.2 *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.*
- MU.TE.4.PR1.HS1.1 *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 skills of the individual or ensemble.*
- MU.TE.4.PR1.HS1.3 *Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.*
- MU.TE.7.RE1.HS1.1 *Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.*

Intermediate MU.TE.10.CO1.HS2

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.TE.3.CR3.HS2.2 *Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.*
- MU.TE.4.PR1.HS2.1 *Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skills of the individual and ensemble.*
- MU.TE.4.PR1.HS2.3 *Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.*
- MU.TE.7.RE1.HS2.1 *Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.*

HS Proficient MU.TE.10.CO1.HS3

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.TE.3.CR3.HS3.2 *Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.*

- MU.TE.4.PR1.HS3.1 *Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance.*
- MU.TE.4.PR1.HS3.3 *Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.*
- MU.TE.7.RE1.HS3.1 *Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.*

HS Accomplished MU.TE.10.CO1.HS4

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.TE.7.RE1.HS4.1 *Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.*
- MU.TE.3.CR3.HS4.2 *Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.*
- MU.TE.4.PR1.HS4.1 *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 skills of the individual or ensemble, and the purpose and context of the performance.*
- MU.TE.4.PR1.HS4.3 *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.*

HS Advanced MU.TE.10.CO1.HS5

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.TE.3.CR3.HS5.2 *Share varied, personally- developed musical works – individually or as an ensemble—that address identified purposes and contexts.*
- MU.TE.4.PR1.HS5.1 *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 skills of the individual or ensemble, and the purpose and context of the performance.*
- MU.TE.4.PR1.HS5.3 *Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.*

- MU.TE.7.RE1.HS5.1 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.

Enduring Understanding MU.TE.10.CO1

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question MU.TE.10.CO1

How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.TE.11.CO2 Grade Level Standards HS

Novice MU.TE.11.CO2.HS1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

- MU.TE.1.CR1.HS1.1 *Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.*
- MU.TE.3.CR3.HS1.2 *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.*
- MU.TE.PR3.HS1.2 *Demonstrate an awareness of the context of the music through prepared and improvised performances.*
- MU.TE.9.RE3.HS1.1 *Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.*

Intermediate MU.TE.11.CO2.HS2

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.TE.1.CR1.HS2.1 *Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.*
- MU.TE.3.CR3.HS2.2 *Share personally-developed melodies and rhythmic passages—individually or as an ensemble—that demonstrate understanding of characteristics of music or texts studied in rehearsal.*
- MU.TE.PR3.HS2.2 *Demonstrate an understanding of the context of the music through prepared and improvised performances.*
- MU.TE.9.RE3.HS2.1 *Explain the influence of experiences, analysis, and context on interest in and evaluation of music.*

HS Proficient MU.TE.11.CO2.HS3

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

- MU.TE.1.CR1.HS3.1 *Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.*

- MU.TE.3.CR3.HS3.2 *Share personally-developed melodies, rhythmic passages, and arrangements—individually or as an ensemble—that address identified purposes.*
- MU.TE.PR3.HS3.2 *Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.*
- MU.TE.9.RE3.HS3.1 *Evaluate works and performances based on personally-or collaboratively-developed criteria, including analysis of the structure and context.*

HS Accomplished MU.TE.11.CO2.HS4

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

- MU.TE.1.CR1.HS4.1 *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.*
- MU.TE.3.CR3.HS4.2 *Share personally-developed arrangements, sections, and short compositions—individually or as an ensemble—that address identified purposes.*
- MU.TE.PR3.HS4.2 *Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.*
- MU.TE.9.RE3.HS4.1 *Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.*

HS Advanced MU.TE.11.CO2.HS5

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

- MU.TE.1.CR1.HS5.1 *Compose and improvise musical ideas for a variety of purposes and contexts.*
- MU.TE.3.CR3.HS5.2 *Share varied, personally- developed musical works – individually or as an ensemble – that address identified purposes and contexts.*
- MU.TE.PR3.HS5.2 *Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.*
- MU.TE.9.RE3.HS5.1 *Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision- making, research, and understanding of contexts.*

Enduring Understanding MU.TE.11.CO2

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question MU.TE.11.CO2

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?