

**Music Standards
High School
Composition and Theory Strand**

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

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

Essential Question: How do musicians generate creative ideas?

HS Proficient MU.CT.1.CR1.HS1	HS Accomplished MU.CT.1.CR1.HS2	HS Advanced MU.CT.1.CR1.HS3
1. Describe how sounds and short musical ideas can be used to represent personal experiences, moods , visual images, and/or storylines .	1. Describe <i>and demonstrate</i> how sounds and musical ideas can be used to represent sonic events, memories , visual images, <i>concepts, texts</i> , or storylines .	1. Describe and demonstrate <i>multiple ways in which</i> sounds and musical ideas can be used to represent <i>extended sonic experiences or abstract ideas</i> .

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

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

Essential Question: How do musicians make creative decisions?

HS Proficient MU.CT.2.CR2.HS1	HS Accomplished MU.CT.2.CR2.HS2	HS Advanced MU.CT.2.CR2.HS3
1. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods , images, or storylines .	1. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories , images, <i>concepts, texts</i> , or storylines .	1. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected <i>extended sonic experiences or abstract ideas</i> .
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).	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).	2. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a <i>variety of moderately complex or complex forms</i> .

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 3: Creating-Refine and complete artistic work.

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

Essential Question: How do musicians improve the quality of their creative work?

HS Proficient MU.CT.3.CR3.HS1	HS Accomplished MU.CT.3.CR3.HS2	HS Advanced MU.CT.3.CR3.HS3
1. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	1. Identify, describe, and apply <i>selected</i> teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	1. <i>Research</i> , identify, <i>explain</i> , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: When is creative work ready to share?

HS Proficient	HS Accomplished	HS Advanced
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 .	2. Share music through the use of notation, <i>solo or group</i> performance , or technology, and demonstrate and <i>describe</i> how the elements of music and compositional techniques have been employed to realize expressive intent .	3. Share music through the use of notation, solo or group performance , or technology, and demonstrate <i>and explain</i> how the elements of music, compositional techniques and processes 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.	3. Describe the <i>selected</i> contexts and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final composition and presentation.	3. Describe a <i>variety of possible</i> contexts and mediums for presenting personal works, and <i>explain and compare how each could impact the success of</i> the final composition and presentation.

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

HS Proficient MU.CT.4.PR1.HS1	HS Accomplished MU.CT.4.PR1.HS2	HS Advanced MU.CT.4.PR1.HS3
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).	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 .	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 .

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

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

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

HS Proficient	HS Accomplished	HS Advanced
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 .	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 <i>and</i> performance .	2. Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context , and explain <i>and support</i> the analysis and its implications for rehearsal and performance .

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

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

Essential Question: How do performers interpret musical works?

HS Proficient	HS Accomplished	HS Advanced
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 .	3. Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context , explaining and <i>supporting</i> how the interpretive choices reflect the creators' intent .	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 <i>justifying</i> how the interpretive choices reflect the creators' intent .

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

HS Proficient MU.CT.5.PR2.HS1	HS Accomplished MU.CT.5.PR2.HS2	HS Advanced MU.CT.5.PR2.HS3
1. Create rehearsal plans for works, identifying repetition and variation within the form .	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 .	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 way(s) in which performances convey the elements of music, style, and mood .	2. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.	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 and implement strategies for improving the technical and expressive aspects of multiple works.	3. Identify and implement strategies for improving the technical and expressive aspects of <i>varied</i> works.	3. Identify, <i>compare</i> , and implement strategies for improving the technical and expressive aspects of multiple <i>contrasting</i> works.

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 6: Performing-Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

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

HS Proficient MU.CT.6.PR3.HS1	HS Accomplished MU.CT.6.PR3.HS2	HS Advanced MU.CT.6.PR3.HS3
1. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent .	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 .	1. Share live or recorded performances of works (both personal and others'), and explain <i>and/or demonstrate understanding of</i> how the expressive intent of the music is conveyed.
2. Identify how compositions are appropriate for an audience or context , and how this will shape future compositions.	2. <i>Explain</i> how compositions are appropriate for <i>both</i> audience <i>and</i> context , and how this will shape future compositions.	2. Explain how compositions are appropriate for a <i>variety of audiences and contexts</i> , and how this will shape future compositions.

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 7: Responding-Perceive and analyze artistic work.

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

Essential Question: How do individuals choose music to experience?

HS Proficient MU.CT.7.RE1.HS1	HS Accomplished MU.CT.7.RE1.HS2	HS Advanced MU.CT.7.RE1.HS2
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 .	1. Apply teacher-provided or personally-developed criteria to select music that expresses <i>personal experiences and interests, moods, visual images, concepts, texts, or storylines</i> in simple or moderately complex forms , and describe and <i>defend</i> the choices as models for composition .	1. Apply <i>researched or personally-developed criteria</i> to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms , and describe and <i>justify</i> the choice as models for composition .

Anchor Standard 7: Responding-Perceive and analyze artistic work.

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

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

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

**Music Standards
High School
Composition and Theory Strand**

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

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

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

HS Proficient MU.CT.8.RE2.HS1	HS Accomplished MU.CT.8.RE2.HS2	HS Advanced MU.CT.8.RE2.HS3
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.	1. Develop and <i>support</i> interpretations of varied works, demonstrating an understanding of the composers' intent by citing <i>the use of elements of music (including form), compositional techniques</i> , and the style/genre and context of each work.	1. Develop, <i>justify</i> and <i>defend</i> 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.

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

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

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

HS Proficient MU.CT.9.RE3.HS1	HS Accomplished MU.CT.9.RE3.HS2	HS Advanced MU.CT.9.RE3.HS3
1. Describe the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of fundamentals of music theory .	1. <i>Explain</i> the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of <i>music theory as well as compositional techniques and procedures</i> .	1. Evaluate the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of <i>theoretical concepts</i> and <i>complex compositional techniques</i> and procedures .
2. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	2. Describe ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process.	2. Describe <i>and evaluate</i> ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

**Music Standards
High School
Composition and Theory Strand**

Anchor Standard 10: Connecting-Synthesize and relate knowledge and personal experiences to make art.

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

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

HS Proficient MU.CT.10.CO1.HS1	HS Accomplished MU.CT.10.CO1.HS2	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:	1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within:	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 <i>Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</i>	MU.CT.1.CR1.HS2.1 <i>Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.</i>	MU.CT.1.CR1.HS3.1 <i>Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.</i>
MU.CT.3.CR3.HS1.2 <i>Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</i>	MU.CT.3.CR3.HS2.2 <i>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.</i>	MU.CT.3.CR3.HS3.3 <i>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.</i>
MU.CT.4.PR1.HS1.1 <i>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).</i>	MU.CT.4.PR1.HS2.1 <i>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.</i>	MU.CT.4.PR1.HS3.1 <i>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.</i>
MU.CT.8.RE2.HS1.1 <i>Develop and explain interpretations of varied works, demonstrating an understanding of the</i>	MU.CT.8.RE2.HS2.1 <i>Develop and support interpretations of varied works, demonstrating an understanding of the</i>	MU.CT.8.RE2.HS3.1 <i>Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the</i>

**Music Standards
High School
Composition and Theory Strand**

HS Proficient MU.CT.10.CO1.HS1	HS Accomplished MU.CT.10.CO1.HS2	HS Advanced MU.CT.10.CO1.HS3
<i>composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</i>	<i>composers' intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</i>	<i>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.</i>

**Music Standards
High School
Composition and Theory Strand**

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

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

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

HS Proficient MU.CT.11.CO2.HS1	HS Accomplished MU.CT.11.CO2.HS2	HS Advanced MU.CT.11.CO2.HS3
<p>1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:</p>	<p>1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:</p>	<p>1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:</p>
<p>MU.CT.2.CR2.HS1.1 <i>Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</i></p>	<p>MU.CT.2.CR2.HS2.1 <i>Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</i></p>	<p>MU.CT.2.CR2.HS3.1 <i>Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.</i></p>
<p>MU.CT.4.PR1.HS1.2 <i>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.</i></p>	<p>MU.CT.4.PR1.HS2.2 <i>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.</i></p>	<p>MU.CT.4.PR1.HS3.2 <i>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.</i></p>
<p>MU.CT.6.PR3.HS1.1 <i>Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</i></p>	<p>MU.CT.6.PR3.HS1.1 <i>Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</i></p>	<p>MU.CT.6.PR3.HS3.1 <i>Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</i></p>
<p>MU.CT.7.RE1.HS1.1 <i>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.</i></p>	<p>MU.CT.7.RE1.HS1.1 <i>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.</i></p>	<p>MU.CT.7.RE1.HS3.1 <i>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</i></p>

**Music Standards
High School
Composition and Theory Strand**

HS Proficient MU.CT.11.CO2.HS1	HS Accomplished MU.CT.11.CO2.HS2	HS Advanced MU.CT.11.CO2.HS3
		<i>analysis provides models for personal growth as composer, performer, and/or listener.</i>