

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.1.CR1.HS1	Intermediate MU.TE.1.CR1.HS2	HS Proficient MU.TE.1.CR1.HS3	HS Accomplished MU.TE.1.CR1.HS4	HS Advanced MU.TE.1.CR1.HS5
1. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	1. Compose and improvise ideas for <i>melodies and rhythmic passages</i> based on characteristic(s) of music or text(s) studied in rehearsal.	1. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music <i>from a variety of historical periods</i> studied in rehearsal.	1. Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music <i>from a variety of cultures</i> studied in rehearsal.	1. Compose and improvise musical ideas <i>for a variety of purposes and contexts.</i>

**Music Standards
High School
Traditional and Emerging Ensembles Strand**

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?

Novice MU.TE.2.CR2.HS1	Intermediate MU.TE.2.CR2.HS2	HS Proficient MU.TE.2.CR2.HS3	HS Accomplished MU.TE.2.CR2.HS4	HS Advanced MU.TE.2.CR2.HS5
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.	1. Select and develop draft <i>melodies and rhythmic passages</i> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	1. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music <i>from a variety of historical periods</i> studied in rehearsal.	1. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music <i>from a variety of cultures</i> studied in rehearsal.	1. Select and develop composed and improvised ideas into draft musical works organized for a <i>variety of purposes and contexts</i> .
2. Preserve draft compositions and improvisations through standard notation and audio recording.	2. Preserve draft compositions and improvisations through standard notation and audio recording.	2. Preserve draft compositions and improvisations through standard notation and audio recording.	2. Preserve draft compositions and improvisations through standard notation , audio, <i>or video</i> recording.	2. Preserve draft musical works through standard notation , audio, or video recording.

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.3.CR3.HS1	Intermediate MU.TE.3.CR3.HS2	HS Proficient MU.TE.3.CR3.HS3	HS Accomplished MU.TE.3.CR3.HS4	HS Advanced MU.TE.3.CR3.HS5
1. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria .	1. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .	1. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria , including the extent to which they address identified purposes .	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 .	1. Evaluate and refine varied draft musical works based on appropriate criteria , including the extent to which they address identified purposes and contexts .

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
2. Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of	2. Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of	2. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes .	2. Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes .	2. Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts .

**Music Standards
High School
Traditional and Emerging Ensembles Strand**

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
characteristics of music or texts studied in rehearsal.	characteristics of music or texts studied in rehearsal.			

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.4.PR1.HS1	Intermediate MU.TE.4.PR1.HS2	HS Proficient MU.TE.4.PR1.HS3	HS Accomplished MU.TE.4.PR1.HS4	HS Advanced MU.TE.4.PR1.HS5
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 .	1. Select a varied repertoire to study based on music reading skills (where appropriate), <i>an understanding of formal design</i> in the music, context , and the technical skill of the individual and ensemble .	1. <i>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.</i>	1. <i>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.</i>	1. Develop and apply criteria to select <i>varied programs</i> 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 .

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
2. Demonstrate, using music reading skills where appropriate, how	2. Demonstrate, using music reading skills where appropriate, <i>how the</i>	2. Demonstrate, using music reading skills where appropriate, <i>how</i>	2. <i>Document and demonstrate, using music reading skills where</i>	2. <i>Examine, evaluate, and critique, using music reading skills where</i>

**Music Standards
High School
Traditional and Emerging Ensembles Strand**

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
knowledge of formal aspects in musical works inform prepared or improvised performances .	<i>setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</i>	<i>compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</i>	appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances .	appropriate, how the structure and context impact and inform prepared and improvised performances .

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
3. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances .	3. <i>Demonstrate understanding and application of expressive qualities</i> in a varied repertoire of music through prepared and improvised performances .	3. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances .	3. Demonstrate how understanding <i>the style, genre, and context</i> of a varied repertoire of music <i>influences</i> prepared and improvised performances <i>as well as performers' technical skill to connect with the audience</i> .	3. Demonstrate how understanding the style, genre, and context of a varied repertoire of music <i>informs</i> prepared and improvised performances <i>as well as performers' technical skill to connect with the audience</i> .

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.5.PR2.HS1	Intermediate MU.TE.5.PR2.HS2	HS Proficient MU.TE.5.PR2.HS3	HS Accomplished MU.TE.5.PR2.HS4	HS Advanced MU.TE.5.PR2.HS5
1. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	1. <i>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.</i>	1. Develop strategies to address <i>expressive</i> challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances .	1. Develop <i>and apply appropriate rehearsal strategies to address individual and ensemble challenges</i> in a varied repertoire of music, and evaluate their success.	1. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Music Standards
High School
Traditional and Emerging Ensembles 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.

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?

Novice MU.TE.6.PR3.HS1	Intermediate MU.TE.6.PR3.HS2	HS Proficient MU.TE.6.PR3.HS3	HS Accomplished MU.TE.6.PR3.HS4	HS Advanced MU.TE.6.PR3.HS5
1. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	1. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse <i>cultures and styles.</i>	1. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse <i>cultures, styles, and genres.</i>	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 <i>cultures, styles, genres, and historical periods.</i>	1. Demonstrate an <i>understanding and</i> mastery of the technical demands and expressive qualities of the music <i>through prepared and improvised performances</i> of a varied repertoire representing diverse <i>cultures, styles, genres, and historical periods in multiple types of ensembles.</i>
2. Demonstrate an awareness of the context of the music through prepared and improvised performances.	2. Demonstrate <i>an understanding of</i> the context of the music through prepared and improvised performances.	2. Demonstrate an understanding of <i>expressive intent by connecting with an audience</i> through prepared and improvised performances.	2. Demonstrate an understanding of <i>intent as a means for connecting with an audience</i> through prepared and improvised performances.	2. Demonstrate an <i>ability to connect with audience members before and during the process of engaging with and responding to them</i> through prepared and improvised performances.

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.7.RE1.HS1	Intermediate MU.TE.7.RE1.HS2	HS Proficient MU.TE.7.RE1.HS3	HS Accomplished MU.TE.7.RE1.HS4	HS Advanced MU.TE.7.RE1.HS5
1. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context .	1. <i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and connections to interest, purpose , and context .	1. <i>Apply criteria</i> to select music for <i>specified purposes, supporting choices</i> by citing characteristics found in the music and connections to interest, purpose , and context .	1. Apply criteria to select music for a <i>variety of purposes, justifying choices</i> <i>citing knowledge of the music and the specified purpose</i> and context .	1. <i>Use research and personally-developed criteria</i> to justify choices made when selecting music, citing knowledge of the music, and <i>individual and ensemble purpose</i> and context .

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 do individuals choose music to experience?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
2. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	2. Describe how <i>understanding context</i> and the way the elements of music are manipulated inform the response to music.	2. <i>Explain</i> how <i>the analysis of passages</i> and understanding the way the elements of music are manipulated inform the response to music.	2. Explain how the analysis of structures and contexts inform the response to music.	2. <i>Demonstrate and justify</i> how the analysis of structures, contexts, and performance decisions inform the response to music.

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.8.RE2.HS1	Intermediate MU.TE.8.RE2.HS2	HS Proficient MU.TE.8.RE2.HS3	HS Accomplished MU.TE.8.RE2.HS4	HS Advanced MU.TE.8.RE2.HS5
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 .	1. Identify <i>and support</i> interpretations of the expressive intent and meaning of musical works , <i>citing as evidence</i> the <i>treatment</i> of the elements of music , contexts , and (when appropriate) the setting of the text .	1. <i>Explain</i> and support interpretations of the expressive intent and meaning of musical works , <i>citing as evidence</i> the <i>treatment</i> of the elements of music , contexts , (when appropriate) the setting of the text , and <i>personal research</i> .	1. Support interpretations of the expressive intent and meaning of musical works <i>citing as evidence</i> the <i>treatment</i> of the elements of music , contexts , (when appropriate) the setting of the text , and <i>varied researched sources</i> .	1. <i>Justify</i> interpretations of the expressive intent and meaning of musical works <i>by comparing and synthesizing</i> varied researched sources, <i>including reference to other art forms</i> .

**Music Standards
High School
Traditional and Emerging Ensembles 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)?

Novice MU.TE.9.RE3.HS1	Intermediate MU.TE.9.RE3.HS2	HS Proficient MU.TE.9.RE3.HS3	HS Accomplished MU.TE.9.RE3.HS4	HS Advanced MU.TE.9.RE3.HS5
1. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	1. <i>Explain the influence</i> of experiences, analysis, and context on interest in and evaluation of music.	1. <i>Evaluate works and performances based on personally- or collaboratively-developed criteria</i> , including analysis of the structure and context .	1. Evaluate works and performances based on <i>research</i> as well as personally- and collaboratively-developed criteria , including analysis and interpretation of the structure and context .	1. <i>Develop and justify</i> evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts .

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.10.CO1.HS1	Intermediate MU.TE.10.CO1.HS2	HS Proficient MU.TE.10.CO1.HS3	HS Accomplished MU.TE.10.CO1.HS4	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:	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within:	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within:	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within:	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within:
<i>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.</i>	<i>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.</i>	<i>MU.TE.3.CR3.HS3.2 Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.</i>	<i>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.</i>	<i>MU.TE.3.CR3.HS5.2 Share varied, personally-developed musical works – individually or as an ensemble—that address identified purposes and contexts.</i>
<i>MU.TE.4.PR1.HS1.1 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the</i>	<i>MU.TE.4.PR1.HS2.1 Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal</i>	<i>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</i>	<i>MU.TE.3.CR3.HS4.2 Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address</i>	<i>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</i>

**Music Standards
High School
Traditional and Emerging Ensembles Strand**

Novice MU.TE.10.CO1.HS1	Intermediate MU.TE.10.CO1.HS2	HS Proficient MU.TE.10.CO1.HS3	HS Accomplished MU.TE.10.CO1.HS4	HS Advanced MU.TE.10.CO1.HS5
<i>structure of the music, context, and the technical skills of the individual or ensemble.</i>	<i>design in the music, context, and the technical skills of the individual and ensemble.</i>	<i>characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance.</i>	<i>identified purposes.</i>	<i>structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of the performance.</i>
MU.TE.4.PR1.HS1.3 <i>Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</i>	MU.TE.4.PR1.HS2.3 <i>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</i>	MU.TE.4.PR1.HS3.3 <i>Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</i>	MU.TE.4.PR1.HS4.1 <i>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.</i>	MU.TE.4.PR1.HS5.3 <i>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.</i>
MU.TE.7.RE1.HS1.1 <i>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</i>	MU.TE.7.RE1.HS2.1 <i>Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</i>	MU.TE.7.RE1.HS3.1 <i>Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest,</i>	MU.TE.4.PR1.HS4.3 <i>Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances</i>	MU.TE.7.RE1.HS5.1 <i>Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and</i>

**Music Standards
High School
Traditional and Emerging Ensembles Strand**

Novice MU.TE.10.CO1.HS1	Intermediate MU.TE.10.CO1.HS2	HS Proficient MU.TE.10.CO1.HS3	HS Accomplished MU.TE.10.CO1.HS4	HS Advanced MU.TE.10.CO1.HS5
		<i>purpose, and context.</i>	<i>as well as performers' technical skill to connect with the audience.</i>	<i>ensemble purpose and context.</i>

**Music Standards
High School
Traditional and Emerging Ensembles 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?

Novice MU.TE.11.CO2.HS1	Intermediate MU.TE.11.CO2.HS2	HS Proficient MU.TE.11.CO2.HS3	HS Accomplished MU.TE.11.CO2.HS4	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:	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within:	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within:	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within:	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 <i>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</i>	MU.TE.1.CR1.HS2.1 <i>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</i>	MU.TE.1.CR1.HS3.1 <i>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.</i>	MU.TE.1.CR1.HS4.1 <i>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.</i>	MU.TE.1.CR1.HS5.1 <i>Compose and improvise musical ideas for a variety of purposes and contexts.</i>
MU.TE.3.CR3.HS1.2 <i>Share personally-developed melodic and rhythmic ideas or motives—individually or as an ensemble—that demonstrate</i>	MU.TE.3.CR3.HS2.2 <i>Share personally-developed melodies and rhythmic passages—individually or as an ensemble—that demonstrate</i>	MU.TE.3.CR3.HS3.2 <i>Share personally-developed melodies, rhythmic passages, and arrangements—individually or as an ensemble—that</i>	MU.TE.3.CR3.HS4.2 <i>Share personally-developed arrangements, sections, and short compositions—individually or as an ensemble—that address</i>	MU.TE.3.CR3.HS5.2 <i>Share varied, personally-developed musical works—individually or as an ensemble—that address identified purposes and</i>

**Music Standards
High School
Traditional and Emerging Ensembles Strand**

Novice MU.TE.11.CO2.HS1	Intermediate MU.TE.11.CO2.HS2	HS Proficient MU.TE.11.CO2.HS3	HS Accomplished MU.TE.11.CO2.HS4	HS Advanced MU.TE.11.CO2.HS5
<i>understanding of characteristics of music or texts studied in rehearsal.</i>	<i>understanding of characteristics of music or texts studied in rehearsal.</i>	<i>address identified purposes.</i>	<i>identified purposes.</i>	<i>contexts.</i>
MU.TE.PR3.HS1.2 <i>Demonstrate an awareness of the context of the music through prepared and improvised performances.</i>	MU.TE.PR3.HS2.2 <i>Demonstrate an understanding of the context of the music through prepared and improvised performances.</i>	MU.TE.PR3.HS3.2 <i>Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</i>	MU.TE.PR3.HS4.2 <i>Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</i>	MU.TE.PR3.HS5.2 <i>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.</i>
MU.TE.9.RE3.HS1.1 <i>Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</i>	MU.TE.9.RE3.HS2.1 <i>Explain the influence of experiences, analysis, and context on interest in and evaluation of music.</i>	MU.TE.9.RE3.HS3.1 <i>Evaluate works and performances based on personally-or collaboratively-developed criteria, including analysis of the structure and context.</i>	MU.TE.9.RE3.HS4.1 <i>Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.</i>	MU.TE.9.RE3.HS5.1 <i>Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</i>