

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand</p> <p><b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>Process Component:</b> Imagine</p> <p><b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p><b>Essential Question:</b> How do musicians generate creative ideas?</p>				<p><b>Artistic Process:</b> Creating</p>
<p><b>Novice</b> MU:Cr1.1.E.5</p>	<p><b>Intermediate</b> MU:Cr1.1.E.8</p>	<p><b>HS Proficient</b> MU:Cr1.1.E.I</p>	<p><b>HS Accomplished</b> MU:Cr1.1.E.II</p>	<p><b>HS Advanced</b> MU:Cr1.1.E.II</p>
<p>Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Compose and <b>improvise</b> ideas for <b>melodies</b> and <b>rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Compose and <b>improvise</b> ideas for <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music <i>from a variety of historical periods</i> studied in rehearsal.</p>	<p>Compose and <b>improvise</b> ideas for <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that reflect characteristic(s) of music <i>from a variety of cultures</i> studied in rehearsal.</p>	<p>Compose and <b>improvise musical ideas</b> for a variety of <b>purposes and contexts</b>.</p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand</p> <p><b>Anchor Standard:</b> Organize and develop artistic ideas and work</p> <p><b>Process Component:</b> Plan and Make</p> <p><b>Enduring Understanding:</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question(s):</b> How do musicians make creative decisions?</p>				<p><b>Artistic Process:</b> Creating</p>	
Novice MU:Cr2.1.E.5	Intermediate MU:Cr2.1.E.8	HS Proficient MU:Cr2.1.E.I	HS Accomplished MU:Cr2.1.E.II	HS Advanced MU:Cr2.1.E.II	
<p>a. Select and develop draft melodic and rhythmic ideas or <b>motives</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>a. Select and develop draft <b>melodies and rhythmic passages</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>a. Select and develop draft <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music <i>from a variety of <b>historical periods</b></i> studied in rehearsal.</p>	<p>a. Select and develop <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a <i>variety of <b>cultures</b></i> studied in rehearsal.</p>	<p>a. Select and develop composed and improvised ideas into draft <b>musical works</b> organized for a <i>variety of <b>purposes and contexts</b></i>.</p>	
<p>b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.</p>	<p>b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.</p>	<p>b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.</p>	<p>b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation, audio, or video</b> recording.</p>	<p>b. Preserve draft <b>musical works</b> through <b>standard notation, audio, or video</b> recording.</p>	

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand</p> <p><b>Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>Process Component:</b> Evaluate and Refine</p> <p><b>Enduring Understanding:</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Essential Question(s):</b> How do musicians improve the quality of their creative work?</p>				<p><b>Artistic Process:</b> Creating</p>
<p><b>Novice</b> MU:Cr3.1.E.5</p>	<p><b>Intermediate</b> MU:Cr3.1.E.8</p>	<p><b>HS Proficient</b> MU:Cr3.1.E.I</p>	<p><b>HS Accomplished</b> MU:Cr3.1.E.II</p>	<p><b>HS Advanced</b> MU:Cr3.1.E.II</p>
<p>Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>teacher-provided criteria</b>.</p>	<p>Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>collaboratively-developed criteria</b>.</p>	<p>Evaluate and <b>refine</b> draft <b>melodies, rhythmic passages, arrangements,</b> and <b>improvisations</b> based on <b>established criteria</b>, including the extent to which they address identified <b>purposes</b>.</p>	<p>Evaluate and <b>refine</b> draft <b>arrangements, sections, short compositions,</b> and <b>improvisations</b> based on <b>personally-developed criteria</b>, including the extent to which they address identified <b>purposes</b>.</p>	<p>Evaluate and <b>refine</b> varied draft <b>musical works</b> based on <b>appropriate criteria</b>, including the extent to which they address identified <b>purposes and contexts</b>.</p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand</p> <p><b>Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>Process Component:</b> Present</p> <p><b>Enduring Understanding:</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication.</p> <p><b>Essential Question(s):</b> When is creative work ready to share?</p>				<p><b>Artistic Process:</b> Creating</p>
<p><b>Novice</b> MU:Cr3.2.E.5</p>	<p><b>Intermediate</b> MU:Cr3.2.E.8</p>	<p><b>HS Proficient</b> MU:Cr3.2.E.I</p>	<p><b>HS Accomplished</b> MU:Cr3.2.E.II</p>	<p><b>HS Advanced</b> MU:Cr3.2.E.II</p>
<p><b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<p><b>Share</b> personally-developed <b>melodies and rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<p><b>Share</b> personally-developed <b>melodies, rhythmic passages, and arrangements</b> – individually or as an <b>ensemble</b> – that <i>address identified purposes.</i></p>	<p><b>Share</b> personally-developed <b>arrangements, sections, and short compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes.</b></p>	<p><b>Share</b> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes and contexts.</b></p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand</p> <p><b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.</p> <p><b>Process Component:</b> Select</p> <p><b>Enduring Understanding:</b> Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p> <p><b>Essential Question(s):</b> How do performers select repertoire?</p>		<p><b>Artistic Process:</b> Performing</p>		
<p><b>Novice</b> MU:Pr4.1.E.5</p>	<p><b>Intermediate</b> MU:Pr4.1.E.8</p>	<p><b>HS Proficient</b> MU:Pr4.1.E.I</p>	<p><b>HS Accomplished</b> MU:Pr4.1.E.II</p>	<p><b>HS Advanced</b> MU:Pr4.1.E.III</p>
<p>Select varied <b>repertoire</b> to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b>, and the <b>technical skill</b> of the individual or <b>ensemble</b>.</p>	<p>Select a varied <b>repertoire</b> to study based on music reading skills (where appropriate), <i>an understanding of <b>formal design</b> in the music, <b>context</b>, and the <b>technical skill</b> of the individual and <b>ensemble</b>.</i></p>	<p><i>Explain the <b>criteria</b> used to select a varied <b>repertoire</b> to study based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music, the <b>technical skill</b> of the individual or <b>ensemble</b>, and the <b>purpose</b> or <b>context</b> of the <b>performance</b>.</i></p>	<p><i>Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and <i>expressive challenges in the music</i>, the <b>technical skill</b> of the individual or <b>ensemble</b>, and the <b>purpose</b> and <b>context</b> of the <b>performance</b>.</i></p>	<p>Develop and apply <b>criteria</b> to select <i>varied <b>programs</b></i> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skill</b> of the individual or <b>ensemble</b>, and the <b>purpose</b> and <b>context</b> of the <b>performance</b>.</p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand</p> <p><b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.</p> <p><b>Process Component:</b> Analyze</p> <p><b>Enduring Understanding:</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>Essential Question(s):</b> How does understanding the structure and context of musical works inform performance?</p>				<p><b>Artistic Process:</b> Performing</p>
<p><b>Novice</b> MU:Pr4.2.E.5</p>	<p><b>Intermediate</b> MU:Pr4.2.E.8</p>	<p><b>HS Proficient</b> MU:Pr4.2.E.I</p>	<p><b>HS Accomplished</b> MU:Pr4.2.E.II</p>	<p><b>HS Advanced</b> MU:Pr4.2.E.III</p>
<p>Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in <b>musical works</b> inform prepared or improvised <b>performances</b>.</p>	<p>Demonstrate, using music reading skills where appropriate, <i>how the <b>setting</b> and formal characteristics of <b>musical works</b> contribute to understanding the <b>context</b> of the music in prepared or improvised <b>performances</b>.</i></p>	<p>Demonstrate, using music reading skills where appropriate, <i>how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of <b>musical works</b> impact and inform prepared or improvised <b>performances</b>.</i></p>	<p><i>Document and demonstrate, using music reading skills where appropriate, how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of <b>musical works</b> may impact and inform prepared and improvised <b>performances</b>.</i></p>	<p><i>Examine, evaluate, and critique, using music reading skills where appropriate, how the <b>structure</b> and <b>context</b> impact and inform prepared and improvised <b>performances</b>.</i></p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand <span style="float: right;"><b>Artistic Process:</b> Performing</span></p> <p><b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.</p> <p><b>Process Component:</b> Interpret</p> <p><b>Enduring Understanding:</b> Performers make interpretive decisions based on their understanding of context and intent.</p> <p><b>Essential Question(s):</b> How do performers interpret musical works?</p>				
Novice MU:Pr4.3.E.5	Intermediate MU:Pr4.3.E.8	HS Proficient MU:PR4.3.E.I	HS Accomplished MU:PR4.3.E.II	HS Advanced MU:PR4.3.E.II
Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b> .	<i>Demonstrate understanding and application of <b>expressive qualities</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b>.</i>	Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b> .	Demonstrate how understanding <i>the <b>style, genre, and context</b></i> of a varied <b>repertoire</b> of music <i>influences</i> prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience.	Demonstrate how understanding the <b>style, genre, and context</b> of a varied <b>repertoire</b> of music <i>informs</i> prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience.

<b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand		<b>Artistic Process:</b> Performing		
<b>Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.				
<b>Process Component:</b> Rehearse, Evaluate and Refine				
<b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.				
<b>Essential Question(s):</b> How do musicians improve the quality of their performance?				
<b>Novice</b> <b>MU:Pr5.1.E.5</b>	<b>Intermediate</b> <b>MU:Pr5.1.E.8</b>	<b>HS Proficient</b> <b>MU:Pr5.1.E.I</b>	<b>HS Accomplished</b> <b>MU:Pr5.1.E.II</b>	<b>HS Advanced</b> <b>MU:Pr5.1.E.III</b>
Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble performances</b> of a varied <b>repertoire</b> of music.	<i>Develop strategies to address <b>technical challenges</b> in a varied <b>repertoire</b> of music and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b>.</i>	Develop strategies to address expressive challenges in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b> .	Develop and apply appropriate rehearsal strategies to address individual and <b>ensemble challenges</b> in a varied <b>repertoire</b> of music, and evaluate their success.	Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble challenges</b> in a varied <b>repertoire</b> of music.



<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand <span style="float: right;"><b>Artistic Process:</b> Performing</span></p> <p><b>Anchor Standard:</b> Convey meaning through the presentation of artistic work</p> <p><b>Process Component:</b> Present</p> <p><b>Enduring Understanding:</b> 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.</p> <p><b>Essential Question(s):</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>				
<p><b>Novice</b> MU:Pr6.1.E.5</p>	<p><b>Intermediate</b> MU:Pr6.1.E.8</p>	<p><b>HS Proficient</b> MU:Pr6.1.E.I</p>	<p><b>HS Accomplished</b> MU:Pr6.1.E.II</p>	<p><b>HS Advanced</b> MU:Pr6.1.E.III</p>
<p><b>a.</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.</p>	<p><b>a.</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures</b> and <b>styles</b>.</p>	<p><b>a.</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, and genres</b>.</p>	<p><b>a.</b> Demonstrate mastery of the technical demands and an understanding of <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b>.</p>	<p><b>a.</b> Demonstrate an <i>understanding and</i> mastery of the technical demands and <b>expressive qualities</b> of the music <i>through prepared and improvised performances</i> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b> <i>in multiple types of ensembles</i>.</p>
<p><b>b.</b> Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p>	<p><b>b.</b> Demonstrate an <i>understanding</i> of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p>	<p><b>b.</b> Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through prepared and improvised <b>performances</b>.</p>	<p><b>b.</b> Demonstrate an understanding of <b>intent</b> as a means for connecting with an audience through prepared and improvised <b>performances</b>.</p>	<p><b>b.</b> Demonstrate an <b>ability</b> to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised <b>performances</b>.</p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand <span style="float: right;"><b>Artistic Process:</b> Responding</span></p> <p><b>Anchor Standard:</b> Perceive and analyze artistic work.</p> <p><b>Process Component:</b> Select</p> <p><b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p><b>Essential Question(s):</b> How do individuals choose music to experience?</p>				
<p><b>Novice</b> MU:Re7.1.E.5</p>	<p><b>Intermediate</b> MU:Re7.1.E.8</p>	<p><b>HS Proficient</b> MU:Re7.1.E.I</p>	<p><b>HS Accomplished</b> MU:Re7.1.E.II</p>	<p><b>HS Advanced</b> MU:Re7.1.E.III</p>
<p>Identify reasons for selecting music based on characteristics found in the music, <b>connection</b> to interest, and <b>purpose</b> or <b>context</b>.</p>	<p><i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</p>	<p><i>Apply <b>criteria</b> to select music for specified purposes, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</i></p>	<p>Apply <b>criteria</b> to select music for a <i>variety of purposes</i>, justifying choices citing <i>knowledge of the music and the specified <b>purpose</b> and <b>context</b></i>.</p>	<p><i>Use research and <b>personally-developed criteria</b> to justify choices made when selecting music, citing knowledge of the music, and <i>individual and ensemble <b>purpose</b> and <b>context</b></i>.</i></p>
<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand <span style="float: right;"><b>Artistic Process:</b> Responding</span></p> <p><b>Anchor Standard:</b> Perceive and analyze artistic work.</p> <p><b>Process Component:</b> Analyze</p> <p><b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p><b>Essential Question(s):</b> How does understanding the structure and context of music inform a response?</p>				
<p><b>Novice</b> MU:Re7.2.E.5</p>	<p><b>Intermediate</b> MU:Re7.2.E.8</p>	<p><b>HS Proficient</b> MU:Re7.2.E.I</p>	<p><b>HS Accomplished</b> MU:Re7.2.E.II</p>	<p><b>HS Advanced</b> MU:Re7.2.E.III</p>
<p>Identify how knowledge of <b>context</b> and the use of repetition, similarities, and contrasts inform the response to music</p>	<p>Describe how <i>understanding <b>context</b> and the way the <b>elements of music</b> are manipulated</i> inform the response to music</p>	<p><i>Explain how the <b>analysis</b> of passages and understanding the way the <b>elements of music</b> are manipulated</i> inform the response to music.</p>	<p>Explain how the <b>analysis</b> of <b>structures</b> and <b>contexts</b> inform the response to music.</p>	<p><i>Demonstrate and justify</i> how the <b>analysis</b> of <b>structures</b>, <b>contexts</b>, and <i>performance decisions</i> inform the response to music</p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand</p> <p><b>Anchor Standard:</b> Interpret intent and meaning in artistic work</p> <p><b>Process Component:</b> Interpret</p> <p><b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Essential Question(s):</b> How do we discern musical creators’ and performers’ expressive intent?</p>				<p><b>Artistic Process:</b> Responding</p>
<p><b>Novice</b> MU:Re8.1.E.5</p>	<p><b>Intermediate</b> MU:Re8.1.E.8</p>	<p><b>HS Proficient</b> MU:Re8.1.E.I</p>	<p><b>HS Accomplished</b> MU:Re8.1.E.II</p>	<p><b>HS Advanced</b> MU:Re8.1.E.III</p>
<p>Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b>, referring to the <b>elements of music, contexts</b>, and (when appropriate) the <b>setting of the text</b>.</p>	<p>Identify <i>and support</i> <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b>, <i>citing as evidence</i> the <i>treatment</i> of the <b>elements of music, contexts</b>, and (when appropriate) the <b>setting of the text</b>.</p>	<p><i>Explain</i> and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b>, <i>citing as evidence</i> the <i>treatment</i> of the <b>elements of music, contexts</b>, (when appropriate) the <b>setting of the text</b>, and <i>personal research</i>.</p>	<p>Support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> <i>citing as evidence</i> the <i>treatment</i> of the <b>elements of music, contexts</b>, (when appropriate) the <b>setting of the text</b>, and <i>varied researched sources</i>.</p>	<p><i>Justify</i> <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> by <i>comparing and synthesizing</i> varied researched sources, <i>including reference to other art forms</i>.</p>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand <span style="float: right;"><b>Artistic Process:</b> Responding</span></p> <p><b>Anchor Standard:</b> Apply criteria to evaluate artistic work.</p> <p><b>Process Component:</b> Evaluate</p> <p><b>Enduring Understanding:</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p><b>Essential Question(s):</b> How do we judge the quality of musical work(s) and performance(s)?</p>				
Novice MU:Re9.1.E.5	Intermediate MU:Re9.1.E.8	HS Proficient MU:Re9.1.E.I	HS Accomplished MU:Re9.1.E.II	HS Advanced MU:Re9.1.E.III
Identify and describe the effect of interest, experience, <b>analysis</b> , and <b>context</b> on the evaluation of music.	<i>Explain the influence of experiences, <b>analysis</b>, and <b>context</b> on interest in and evaluation of music.</i>	<i>Evaluate works and <b>performances</b> based on <b>personally-</b> or <b>collaboratively-developed criteria</b>, including <b>analysis</b> of the <b>structure</b> and <b>context</b>.</i>	Evaluate works and <b>performances</b> based on research as well as <b>personally-</b> and <b>collaboratively-developed criteria</b> , including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b> .	<i>Develop and justify evaluations of music, <b>programs</b> of music, and <b>performances</b> based on <b>criteria</b>, <i>personal decision-making, research, and understanding of <b>contexts</b>.</i></i>

<p><b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand <span style="float: right;"><b>Artistic Process:</b> Connecting</span></p> <p><b>Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Process Component:</b></p> <p><b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p><b>Essential Question(s):</b> How do musicians make meaningful connections to creating, performing, and responding?</p>				
Novice MU:Cn10.1.E.5	Intermediate MU:Cn10.1.E.8	HS Proficient MU:Cn10.1.E.I	HS Accomplished MU:CN10.1.E.II	HS Advanced MU:Cn10.1.E.III
<p><b>MU:Cn10.0.H.5a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr3.2.E.5a</b> <i>Share</i> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr4.1.E.5a</b> Select varied <b>repertoire</b> to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b>, and the <b>technical skills</b> of the individual or <b>ensemble</b>.</p> <p><b>MU:Pr4.3.E.5a</b> Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Cn10.0.H.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr3.2.E.8a</b> <i>Share</i> personally-developed <b>melodies and rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr4.1.E.5a</b> Select a varied <b>repertoire</b> to study based on music reading skills (where appropriate), <i>an understanding of formal design</i> in the music, <b>context</b>, and the <b>technical skills</b> of the individual and <b>ensemble</b>.</p> <p><b>MU:Pr4.3.E.5c</b> <i>Demonstrate understanding and application of expressive qualities</i> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Cn10.0.H.Ia</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr3.2.E.Ia</b> <i>Share</i> personally-developed <b>melodies, rhythmic passages, and arrangements</b> – individually or as an <b>ensemble</b> – that address <i>identified purposes</i>.</p> <p><b>MU:Pr4.1.E.Ia</b> <i>Explain the criteria used</i> to select a varied <b>repertoire</b> to study based on an understanding of <b>theoretical and structural</b> characteristics of the music, the <b>technical skills</b> of the individual or <b>ensemble</b>, and the <b>purpose or context</b> of the <b>performance</b>.</p> <p><b>MU:Pr4.3.E.Ia</b> Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Cn10.0.H.IIa</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr3.2.E.IIa</b> <i>Share</i> personally-developed <b>arrangements, sections, and short compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.</p> <p><b>MU:Pr4.1.E.IIa</b> <i>Develop and apply criteria</i> to select a varied <b>repertoire</b> to study and <b>perform</b> based on an understanding of <b>theoretical and structural</b> characteristics and <i>expressive challenges in the music</i>, the <b>technical skills</b> of the individual or <b>ensemble</b>, and the <b>purpose and context</b> of the <b>performance</b>.</p> <p><b>MU:Pr4.3.E.IIa</b> Demonstrate how understanding the <b>style, genre, and context</b> of a varied <b>repertoire</b> of music <i>informs</i> prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience.</p>	<p><b>MU:Cn10.0.H.IIIa</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b></p> <p><b>MU:Cr3.2.E.IIIa</b> <i>Share</i> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes and contexts</b>.</p> <p><b>MU:Pr4.1.E.IIIa</b> <i>Develop and apply criteria</i> to select varied <b>programs</b> to study and <b>perform</b> based on an understanding of <b>theoretical and structural</b> characteristics and expressive challenges in the music, the <b>technical skills</b> of the individual or <b>ensemble</b>, and the <b>purpose and context</b> of the <b>performance</b>.</p> <p><b>MU:Pr4.3.E.IIIa</b> Demonstrate how understanding the <b>style, genre, and context</b> of a varied <b>repertoire</b> of music <i>informs</i> prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience.</p>

<p><b>MU:Re7.1E.5a</b> Identify reasons for selecting music based on characteristics found in the music, <b>connection</b> to interest, and <b>purpose</b> or <b>context</b>.</p>	<p><b>MU:Re7.1E.8a</b> <i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</p>	<p><b>MU:Re7.1E.1a</b> Apply <b>criteria</b> to select music for specified purposes, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</p>	<p><b>MU:Re7.1E.1Ia</b> Apply <b>criteria</b> to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b>.</p>	<p><b>MU:Re7.1E.1IIa</b> Use research and <b>personally-developed criteria</b> to justify choices made when selecting music, citing knowledge of the music, and <i>individual and ensemble</i> <b>purpose</b> and <b>context</b>.</p>
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<b>Discipline:</b> Music – Traditional and Emerging Ensembles Strand		<b>Artistic Process:</b> Connecting		
<b>Anchor Standard:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				
<b>Process Component:</b>				
<b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.				
<b>Essential Question(s):</b> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?				
<b>Novice</b> <b>MU:Cn11.1.E.5</b>	<b>Intermediate</b> <b>MU:Cn11.1.E.8</b>	<b>HS Proficient</b> <b>MU:Cn11.1.E.I</b>	<b>HS Accomplished</b> <b>MU:CN11.1.E.II</b>	<b>HS Advanced</b> <b>MU:Cn11.1.E.III</b>
<p><b>MU:Cn11.0.T.5a</b>                      Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.5a</b> Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p><b>MU:Cr3.2.E.5a</b> <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr6.1.E.5b</b> Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.5a</b> Identify and describe the effect of interest, experience, <b>analysis</b>, and <b>context</b> on the evaluation of music.</p>	<p><b>MU:Cn11.0.T.8a</b>                      Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.8a</b> Compose and <b>improvise</b> ideas for <b>melodies</b> and <b>rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.</p> <p><b>MU:Cr3.2.E.8a</b> <b>Share</b> personally-developed <b>melodies</b> and <b>rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr6.1.E.5b</b> Demonstrate an understanding of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.8a</b> <i>Explain the influence of experiences, <b>analysis</b>, and <b>context</b> on interest in and evaluation of music.</i></p>	<p><b>MU:Cn11.0.T.Ia</b>                      Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.Ia</b> Compose and <b>improvise</b> ideas for <b>melodies</b>, <b>rhythmic passages</b>, and <b>arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music <i>from a variety of <b>historical periods</b></i> studied in rehearsal.</p> <p><b>MU:Cr3.2.E.Ia</b> <b>Share</b> personally-developed <b>melodies</b>, <b>rhythmic passages</b>, and <b>arrangements</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.</p> <p><b>MU:Pr6.1.E.Ib</b> Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.Ia</b> Evaluate works and <b>performances</b> based on <b>personally- or collaboratively-developed criteria</b>, including <b>analysis</b> of the <b>structure</b> and <b>context</b>.</p>	<p><b>MU:Cn11.0.T.IIa</b>                      Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.IIa</b> Compose and <b>improvise</b> ideas for <b>arrangements</b>, <b>sections</b>, and <b>short compositions</b> for specific <b>purposes</b> that reflect characteristic(s) of music <i>from a variety of <b>cultures</b></i> studied in rehearsal.</p> <p><b>MU:Cr3.2.E.IIa</b> <b>Share</b> personally-developed <b>arrangements</b>, <b>sections</b>, and <b>short compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.</p> <p><b>MU:Pr6.1.E.IIb</b> Demonstrate an understanding of <b>intent</b> as a means for connecting with an audience through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.IIa</b> Evaluate works and <b>performances</b> based on <b>research</b> as well as <b>personally- and collaboratively-developed criteria</b>, including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b>.</p>	<p><b>MU:Cn11.0.T.IIIa</b>                      Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.IIIa</b> Compose and <b>improvise musical ideas</b> for a variety of <b>purposes</b> and <b>contexts</b>.</p> <p><b>MU:Cr3.2.E.IIIb</b> <b>Share</b> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> and <b>contexts</b>.</p> <p><b>MU:Pr6.1.E.IIIb</b> <i>Demonstrate an <b>ability</b> to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised <b>performances</b>.</i></p> <p><b>MU:Re9.1.E.IIIa</b> <i>Develop and justify evaluations of music, <b>programs</b> of music, and <b>performances</b> based on <b>criteria</b>, personal decision-making, research, and understanding of <b>contexts</b>.</i></p>