Music Standards
High School
Music Technology 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.MT.1.CR1.HS1	HS Accomplished MU.MT.1.CR1.HS2	HS Advanced MU.MT.1.CR1.HS3
1. Generate melodic, rhythmic, and harmonic ideas for **compositions** or i**mprovisations** using **digital tools**.	1. Generate melodic, rhythmic, and harmonic ideas for **compositions** *and* **improvisations** using **digital tools** and *resources*.	1. Generate melodic, rhythmic, and harmonic ideas for **compositions** and **improvisations** that incorporate **digital tools, resources,** *and* *systems*.

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.MT.2.CR2.HS1	HS Accomplished MU.MT.2.CR2.HS2	HS Advanced MU.MT.2.CR2.HS3
1. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using **digital tools** and **resources**.	1. Select melodic, rhythmic, and harmonic ideas to develop into a larger work *that exhibits* **unity** *and* **variety** using **digital** and *analog* **tools**.	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*.

Music Standards
High School
Music Technology 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	HS Accomplished	HS Advanced
MU.MT.3.CR3.HS1	MU.MT.3.CR3.HS2	MU.MT.3.CR3.HS3
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 i**mprovisations**.	1. *Develop and implement varied strategies to improve* and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.	1. Develop and implement varied strategies *and apply appropriate **criteria*** to improve and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.

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 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**.	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**.	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**.

Music Standards
High School
Music Technology 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 abilities, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

HS Proficient MU.MT.4.PR1.HS1	HS Accomplished MU.MT.4.PR1.HS2	HS Advanced MU.MT.4.PR1.HS3
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**.	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**.	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**.

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. Describe how **context**, **structural** aspects of the music, and **digita**l media/**tools** inform prepared and improvised **performances**.	2. Describe and demonstrate how **context**, *theoretical* and **structural** aspects of the music and **digital** media/**tools** inform *and influence* prepared and improvised **performances**.	2. *Examine, evaluate and critique* how **context, theoretical** and **structural** aspects of the music and **digital** media/t**ools** inform and influence prepared and improvised **performances**.

Music Standards
High School
Music Technology 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. Demonstrate how understanding the **context,** expressive challenges, and use of **digital tools** in a varied **repertoire** of music influence prepared or 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.	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.

Music Standards
High School
Music Technology 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.

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

HS Proficient MU.MT.5.PR2.HS1	HS Accomplished MU.MT.5.PR2.HS2	HS Advanced MU.MT.5.PR2.HS3
1. Identify and implement rehearsal strategies to improve the **technical** and **expressive aspects** of prepared and improvised **performances** in a varied **repertoire** of music.	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.	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 i**n *varied* **programs** of music.

Music Standards
High School
Music Technology 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?

HS Proficient MU.MT.6.PR3.HS1	HS Accomplished MU.MT.6.PR3.HS2	HS Advanced MU.MT.6.PR3.HS3
1. Using **digital tools**, demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.	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***.	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 understanding of the **context** of music through prepared and improvised **performances**.	2. *Demonstrate an understanding of the* ***expressive intent*** *when connecting with an audience through prepared and improvised* **performances**.	2. *Demonstrate an* **ability** *to connect with audience members before, and engaging with and responding to them during prepared and improvised* **performances***.*

Music Standards
High School
Music Technology 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	HS Accomplished	HS Advanced
MU.MT.7.RE1.HS1	MU.MT.7.RE1.HS2	MU.MT.7.RE1.HS3
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**.	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.	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.

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?

HS Proficient	HS Accomplished	HS Advanced
2. Explain how knowledge of the **structure** (repetition, similarities, contrasts), technological aspects, and **purpose** of the music informs the response.	2. Explain how an *analysis* of the **structure**, *context*, and technological aspects of the music informs the response.	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*.

Music Standards
High School
Music Technology 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.MT.8.RE2.HS1	HS Accomplished MU.MT.8.RE2.HS2	HS Advanced MU.MT.8.RE2.HS3
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**.	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**.	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**.

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.MT.9.RE3.HS1	HS Accomplished MU.MT.9.RE3.HS2	HS Advanced MU.MT.9.RE3.HS3
1. Evaluate music using **criteria** based on **analysis**, **interpretation**, digital and electronic features, and personal interests.	1. *Apply* **criteria** *to evaluate music* based on **analysis**, **interpretation**, *artistic* **intent**, digital, electronic, and *analog* features, and ***musical qualities***.	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**.

Music Standards
High School
Music Technology 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.MT.10.CO1.HS1	HS Accomplished MU.MT.10.CO1.HS2	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**.**	1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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.MT.11.CO2.HS1	HS Accomplished MU.MT.11.CO2.HS1	HS Advanced MU.MT.11.CO2.HS1
1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.