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

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	1. Select and develop	1. Select and develop draft	1. Select and develop	1. Select and develop
melodic and rhythmic	draft <i>melodies</i> and	melodies, rhythmic	arrangements, sections,	composed and improvised
ideas or <b>motives</b> that	<i>rhythmic passages</i> that	passages, and	and short <b>compositions</b> for	ideas into draft <i>musical</i>
demonstrate	demonstrate	arrangements for specific	specific <b>purposes</b> that	works organized for a
understanding of	understanding of	purposes that	demonstrate	variety of <b>purpose</b> s and
characteristic(s) of music	characteristic(s) of music	demonstrate	understanding of	contexts.
or text(s) studied in	or text(s) studied in	understanding of	characteristic(s) of music	
rehearsal.	rehearsal.	characteristic(s) of music	from a variety of cultures	
		from a variety of <b>historical</b>	studied in rehearsal.	
		<i>periods</i> studied in		
		rehearsal.		
2. Preserve draft	2. Preserve draft	2. Preserve draft	2. Preserve draft	2. Preserve draft <i>musical</i>
compositions and	compositions and	compositions and	compositions and	works through standard
improvisations through	improvisations through	improvisations through	improvisations through	notation, audio, or video
standard notation and	standard notation and	standard notation and	standard notation, audio,	recording.
audio recording.	audio recording.	audio recording.	or video recording.	

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

**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. <b>Share</b> personally-	2. <b>Share</b> personally-	2. <b>Share</b> personally-	2. <b>Share</b> personally-	2. <b>Share</b> varied, personally-
developed melodic and	developed <i>melodies</i> and	developed melodies,	developed	developed <i>musical works</i> –
rhythmic ideas or motives	rhythmic passages –	rhythmic passages, and	arrangements, sections,	individually or as an
- individually or as an	individually or as an	arrangements –	and short <b>compositions</b> –	ensemble – that address
ensemble – that	ensemble – that	individually or as an	individually or as an	identified <b>purposes</b> and
demonstrate	demonstrate	ensemble – that address	ensemble – that address	contexts.
understanding of	understanding of	identified <b>purposes</b> .	identified purposes.	

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

**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	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.TE.4.PR1.HS1	MU.TE.4.PR1.HS2	MU.TE.4.PR1.HS3	MU.TE.4.PR1.HS4	MU.TE.4.PR1.HS5
1. Select varied repertoire	1. Select a varied	1. Explain the <b>criteria</b>	1. Develop and apply	1. Develop and apply
to study based on interest,	repertoire to study based	used to select a varied	criteria to select a varied	criteria to select varied
music reading skills (where	on music reading skills	repertoire to study based	repertoire to study and	<i>programs</i> to study and
appropriate), an	(where appropriate), an	on an understanding of	<i>perform</i> based on an	perform based on an
understanding of the	understanding of <b>formal</b>	theoretical and structural	understanding of	understanding of
<b>structure</b> of the music,	<i>design</i> in the music,	characteristics of the	theoretical and structural	theoretical and structural
context, and the technical	context, and the	music, the <b>technical skill</b>	characteristics and	characteristics and
<b>skill</b> of the individual or	technical skill of the	of the individual or	expressive challenges in	expressive challenges in
ensemble.	individual and ensemble.	ensemble, and the	the music, the <b>technical</b>	the music, the <b>technical</b>
		purpose or context of the	<b>skill</b> of the individual or	<b>skill</b> of the individual or
		performance.	ensemble, and the	ensemble, and the
			purpose and context of	purpose and context of
			the <b>performance</b> .	the <b>performance</b> .

**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	2. Demonstrate, using	2. Demonstrate, using	2. Document and	2. Examine, evaluate, and
music reading skills where	music reading skills where	music reading skills where	demonstrate, using music	critique, using music
appropriate, how	appropriate, how the	appropriate, how	reading skills where	reading skills where

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
knowledge of formal	setting and formal	compositional devices	appropriate, how	appropriate, how the
aspects in musical works	characteristics <b>of musical</b>	employed and <b>theoretical</b>	compositional devices	structure and context
inform prepared or	works contribute to	and <b>structural</b> aspects of	employed and theoretical	impact and inform
improvised <b>performances</b> .	understanding the	musical works impact and	and <b>structural</b> aspects of	prepared and improvised
	context of the music in	inform prepared or	musical works may impact	performances.
	prepared or improvised	improvised performances.	and inform prepared and	
	performances.		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 <b>expressive</b>	3. Demonstrate	3. Demonstrate an	3. Demonstrate how	3. Demonstrate how
qualities in a varied	understanding and	understanding of <i>context</i>	understanding the style,	understanding the <b>style</b> ,
repertoire of music that	application of <b>expressive</b>	in a varied <b>repertoire</b> of	genre, and context of a	genre, and context of a
can be demonstrated	<i>qualities</i> in a varied	music through prepared	varied <b>repertoire</b> of music	varied <b>repertoire</b> of music
through prepared and	repertoire of music	and improvised	influences prepared and	informs prepared and
improvised	through prepared and	performances.	improvised performances	improvised <b>performances</b>
performances.	improvised performances.		as well as performers'	as well as performers'
			technical skill to connect	technical skill to connect
			with the audience.	with the audience.

**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	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.TE.5.PR2.HS1	MU.TE.5.PR2.HS2	MU.TE.5.PR2.HS3	MU.TE.5.PR2.HS4	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. 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	1. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine	1. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges 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.
	performances.	performances.		

**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 cultures and styles.	1. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	1. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	1. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
2. Demonstrate an awareness of the context of the music through prepared and improvised performances.	2. Demonstrate an understanding of the context of the music through prepared and improvised performances.	2. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	2. Demonstrate an understanding of <i>intent</i> as a means for connecting with an audience through prepared and improvised performances.	2.Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

**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	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.TE.7.RE1.HS1	MU.TE.7.RE1.HS2	MU.TE.7.RE1.HS3	MU.TE.7.RE1.HS4	MU.TE.7.RE1.HS5
1. Identify reasons for	1. Explain reasons for	1. Apply <b>criteria</b> to select	1. Apply <b>criteria</b> to select	1. Use research and
selecting music based on	selecting music citing	music for specified	music for a variety of	personally-developed
characteristics found in the	characteristics found in	purposes, supporting	purposes, justifying	<b>criteria</b> to justify choices
music, connection to	the music and <b>connections</b>	choices by citing	choices citing knowledge	made when selecting
interest, and <b>purpose</b> or	to interest, <b>purpose</b> , and	characteristics found in the	of the music and the	music, citing knowledge of
context.	context.	music and connections to	specified purpose and	the music, and individual
		interest, <b>purpose</b> , and	context.	and ensemble purpose and
		context.		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	2. Describe how	2. Explain how the	2. Explain how the <b>analysis</b>	2. Demonstrate and
of context and the use of	understanding context	<i>analysis</i> of passages and	of <b>structures</b> and <b>contexts</b>	<i>justify</i> how the <b>analysis</b>
repetition, similarities, and	and the way the <i>elements</i>	understanding the way	inform the response to	of structures, contexts,
contrasts inform the	of music are manipulated	the <b>elements of music</b>	music.	and <i>performance</i>
response to music.	inform the response to	are manipulated inform		decisions inform the
	music.	the response to music.		response to music.

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

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

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	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.TE.10.CO1.HS1	MU.TE.10.CO1.HS2	MU.TE.10.CO1.HS3	MU.TE.10.CO1.HS4	MU.TE.10.CO1.HS5
Demonstrate how	Demonstrate how	Demonstrate how	Demonstrate how	Demonstrate how
interests, knowledge, and	interests, knowledge, and	interests, knowledge, and	interests, knowledge, and	interests, knowledge, and
skills relate to personal	skills relate to personal	skills relate to personal	skills relate to personal	skills relate to personal
choices and intent when	choices and intent when	choices and intent when	choices and intent when	choices and intent when
creating, performing, and	creating, performing, and	creating, performing, and	creating, performing, and	creating, performing, and
responding to music.	responding to music.	responding to music.	responding to music.	responding to music.
Embedded within:	Embedded within:	Embedded within:	Embedded within:	Embedded within:
MU.TE.3.CR3.HS1.2 Share	MU.TE.3.CR3.HS2.2 Share	MU.TE.3.CR3.HS3.2 Share	MU.TE.7.RE1.HS4.1 Apply	MU.TE.3.CR3.HS5.2 Share
personally-developed	personally-developed	personally-developed	criteria to select music for	varied, personally-
melodic and rhythmic	melodies and rhythmic	melodies, rhythmic	a variety of purposes,	developed musical works –
ideas or motives –	passages – individually or	passages, and	justifying choices citing	individually or as an
individually or as an	as an ensemble – that	arrangements –	knowledge of the music	ensemble–that address
ensemble – that	demonstrate	individually or as an	and the specified purpose	identified purposes and
demonstrate	understanding of	ensemble – that address	and context.	contexts.
understanding of	characteristics of music or	identified purposes.		
characteristics of music or	texts studied in rehearsal.			
texts studied in rehearsal.				
MU.TE.4.PR1.HS1.1 Select	MU.TE.4.PR1.HS2.1 Select	MU.TE.4.PR1.HS3.1	MU.TE.3.CR3.HS4.2 Share	MU.TE.4.PR1.HS5.1
varied repertoire to study	a varied repertoire to	Explain the criteria used to	personally-developed	Develop and apply criteria
based on interest, music	study based on music	select a varied repertoire	arrangements, sections,	to select varied programs
reading skills (where	reading skills (where	to study based on an	and short compositions –	to study and perform
appropriate), an	appropriate), an	understanding of	individually or as an	based on an understanding
understanding of the	understanding of formal	theoretical and structural	ensemble – that address	of theoretical and

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

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

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

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