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

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

Essential Question: How do musicians generate creative ideas?

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

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

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

Essential Question: How do musicians make creative decisions?

HS Proficient MU.CT.2.CR2.HS1	HS Accomplished MU.CT.2.CR2.HS2	HS Advanced MU.CT.2.CR2.HS3
1. Assemble and organize sounds or short **musical ideas** to **create** initial **expressions** of selected experiences, **moods**, images, or **storylines**.	1. Assemble and organize multiple sounds or **musical ideas** to **create** initial expressive statements of selected *sonic events, memories,* images, *concepts, texts,* or **storylines**.	1. Assemble and organize multiple sounds or extended **musical ideas** to **create** initial expressive statements of selected *extended **sonic experiences*** or *abstract ideas*.
2. Identify and describe the development of sounds or short **musical ideas** in drafts of music within **simple forms** (such as **one-part, cyclical,** or **binary**).	2. Describe and explain the development of sounds and **musical ideas** in drafts of music within a variety of **simple** or *moderately complex forms (such as **binary**, **rondo,** or **ternary**)*.	2. Analyze and demonstrate the development of sounds and extended **musical ideas** in drafts of music within a *variety of **moderately complex*** or *complex forms*.

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

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

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

Essential Question: When is creative work ready to share?

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

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

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

Essential Question: How do performers select repertoire?

HS Proficient MU.CT.4.PR1.HS1	HS Accomplished MU.CT.4.PR1.HS2	HS Advanced MU.CT.4.PR1.HS3
1. Identify and select specific excerpts, passages, or **sections in musical works** that express a personal experience, **mood**, visual image, or **storyline** in simple **forms** (such as **one-part**, **cyclical**, **binary**).	1. Identify and select specific passages*,* **sections**, *or movements in **musical works*** that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **simple forms** *(such as **binary**, ternary, rondo) or **moderately complex forms***.	1. Identify and select specific **sections**, movements, *or entire works* that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **moderately complex** or *complex* forms.

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

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

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

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

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

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

Essential Question: How do performers interpret musical works?

HS Proficient	HS Accomplished	HS Advanced
3. Develop **interpretations** of works based on an understanding of the use of **elements of music**, **style**, and **mood**, explaining how the interpretive choices reflect the creators' **intent**.	3. Develop **interpretations** of works based on an understanding of the use of **elements of music**, **style**, **mood**, *function, and context ,* explaining and *supporting* how the interpretive choices reflect the creators' **intent**.	3. Develop **interpretations** of works based on an understanding of the use of **elements of music** *(including* **form**), *compositional techniques,* **style**, **function**, and **context,** explaining and *justifying* how the interpretive choices reflect the creators' **intent**.

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

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

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

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

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

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

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

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

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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.CT.7.RE1.HS1	MU.CT.7.RE1.HS2	MU.CT.7.RE1.HS2
1. Apply **teacher-provided criteria** to select music that expresses a personal experience, **mood**, visual image, or **storyline** in simple **forms** (such as **one-part**, **cyclical**, **binary**), and describe the choices as models for **composition**.	1. Apply **teacher-provided** *or personally-developed* **criteria** to select music that expresses *personal experiences and interests, moods, visual images, concepts, texts*, or storylines in **simple** or *moderately complex* **forms**, and describe and *defend* the choices as models for **composition**.	1. Apply *researched or* **personally-developed criteria** to select music that expresses personal experiences and interests, visual images, concepts, texts, or **storylines** in **moderately complex** or *complex* **forms**, and describe and *justify* the choice as models for **composition**.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HS Proficient MU.CT.10.CO1.HS1	HS Accomplished MU.CT.10.CO1.HS2	HS Advanced MU.CT.10.CO1.HS3
1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within:**	1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within***:	1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within:**
MU.CT.1.CR1.HS1.1 *Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.*	MU.CT.1.CR1.HS2.1 *Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.*	MU.CT.1.CR1.HS3.1 *Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.*
MU.CT.3.CR3.HS1.2 *Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.*	MU.CT.3.CR3.HS2.2 *Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.*	MU.CT.3.CR3.HS3.3 *Share music through the use of notation, solo or group performance, or technology and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.*
MU.CT.4.PR1.HS1.1 *Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).*	MU.CT.4.PR1.HS2.1 *Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.*	MU.CT.4.PR1.HS3.1 *Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.*
MU.CT.8.RE2.HS1.1 *Develop and explain interpretations of varied works, demonstrating an understanding of the*	MU.CT.8.RE2.HS2.1 *Develop and support interpretations of varied works, demonstrating an understanding of the*	MU.CT.8.RE2.HS3.1 *Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the*

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

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

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

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

HS Proficient MU.CT.11.CO2.HS1	HS Accomplished MU.CT.11.CO2.HS2	HS Advanced MU.CT.11.CO2.HS3
1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **Embedded within:**	1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **Embedded within:**	1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **Embedded within:**
MU.CT.2.CR2.HS1.1 *Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.*	MU.CT.2.CR2.HS2.1 *Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.*	MU.CT.2.CR2.HS3.1 *Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.*
MU.CT.4.PR1.HS1.2 *Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.*	MU.CT.4.PR1.HS2.2 *Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.*	MU.CT.4.PR1.HS3.2 *Analyze how the elements of music (including form) and compositional techniques of the selected work(s) relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.*
MU.CT.6.PR3.HS1.1 *Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.*	MU.CT.6.PR3.HS1.1 *Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.*	MU.CT.6.PR3.HS3.1 *Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.*
MU.CT.7.RE1.HS1.1 *Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.*	MU.CT.7.RE1.HS1.1 *Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.*	MU.CT.7.RE1.HS3.1 *Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the*

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