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	HS Accomplished	HS Advanced
MU.CT.1.CR1.HS1	MU.CT.1.CR1.HS2	MU.CT.1.CR1.HS3
1. Describe how sounds and short musical	1. Describe and demonstrate how sounds and	1. Describe and demonstrate <i>multiple ways</i>
ideas can be used to represent personal	musical ideas can be used to represent sonic	in which sounds and musical ideas can be
experiences, moods, visual images, and/or	events, memories, visual images, concepts,	used to represent extended sonic
storylines.	<i>texts,</i> or storylines .	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	HS Accomplished	HS Advanced
MU.CT.2.CR2.HS1	MU.CT.2.CR2.HS2	MU.CT.2.CR2.HS3
1. Assemble and organize sounds or short	1. Assemble and organize multiple sounds or	1. Assemble and organize multiple sounds or
musical ideas to create initial expressions	musical ideas to create initial expressive	extended musical ideas to create initial
of selected experiences, moods, images, or	statements of selected sonic events,	expressive statements of selected extended
storylines.	memories, images, concepts, texts, or	sonic experiences or abstract ideas.
	storylines.	
2. Identify and describe the development of	2. Describe and explain the development of	2. Analyze and demonstrate the development
sounds or short musical ideas in drafts of	sounds and musical ideas in drafts of music	of sounds and extended musical ideas in drafts
music within simple forms (such as one-part,	within a variety of simple or <i>moderately</i>	of music within a variety of moderately
cyclical, or binary).	complex forms (such as binary, rondo, or	complex or complex forms.
	ternary).	

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-	1. Identify, describe, and apply selected	1. Research, identify, explain, and apply
provided criteria to assess and refine the	teacher-provided or personally-developed	personally-developed criteria to assess and
technical and expressive aspects of	criteria to assess and refine the technical	refine the technical and expressive aspects of
evolving drafts leading to final versions.	and expressive aspects of evolving drafts	evolving drafts leading to final versions.
	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,	2. Share music through the use of notation,	3. Share music through the use of notation,
performance, or technology, and	solo or group performance, or technology,	solo or group performance , or technology,
demonstrate how the elements of music	and demonstrate and describe how the	and demonstrate and explain how the
have been employed to realize expressive	elements of music and compositional	elements of music, compositional
intent.	techniques have been employed to realize	techniques and processes have been
	expressive intent.	employed to realize expressive intent.
3. Describe the given context and performance	3. Describe the <i>selected</i> contexts and	3. Describe a variety of possible contexts and
medium for presenting personal works, and	performance mediums for presenting	mediums for presenting personal works, and
how they impact the final composition and	personal works, and explain why they	explain and compare how each could impact
presentation.	successfully impact the final composition and	the success of the final composition and
	presentation.	presentation.

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	HS Accomplished	HS Advanced
MU.CT.4.PR1.HS1	MU.CT.4.PR1.HS2	MU.CT.4.PR1.HS3
1. Identify and select specific excerpts,	1. Identify and select specific passages,	1. Identify and select specific sections,
passages, or sections in musical works that	sections, or movements in musical works that	movements, or entire works that express
express a personal experience, mood, visual	express personal experiences and interests,	personal experiences and interests, moods,
image, or storyline in simple forms (such as	moods, visual images, concepts, texts, or	visual images, concepts, texts, or storylines in
one-part, cyclical, binary).	storylines in simple forms (such as binary,	moderately complex or complex forms.
	ternary, rondo) or moderately 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	2. Analyze how the elements of music	2. Analyze how the elements of music
(including form) of selected works relate to	(including form) of selected works relate to the	(including form), and compositional
style and mood, and explain the implications	style, <i>function</i> , and context, and explain the	techniques of selected works relate to the
for rehearsal or performance .	implications for rehearsal and performance.	style, function, and context, and explain and
		support the analysis and its implications for
		rehearsal and performance .

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

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

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

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	1. Apply teacher-provided or personally-	1. Apply researched or personally-developed
music that expresses a personal experience,	developed criteria to select music that	criteria to select music that expresses personal
mood, visual image, or storyline in simple	expresses personal experiences and interests,	experiences and interests, visual images,
forms (such as one-part, cyclical, binary), and	<i>moods, visual images, concepts, texts,</i> or	concepts, texts, or storylines in moderately
describe the choices as models for	storylines in simple or <i>moderately complex</i>	complex or complex forms, and describe and
composition.	forms, and describe and <i>defend</i> the choices as	<i>justify</i> the choice as models for composition .
	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	2. Analyze aurally and/or by reading the	2. Analyze aurally and/or by reading the
(including form) of musical works, relating	scores of musical works the elements of	scores of musical works the elements of
them to style, mood, and context, and	music (including form), compositional	music (including form), compositional
describe how the analysis provides models	techniques and procedures, relating them to	techniques and procedures, relating them to
for personal growth as composer , performer,	style, mood, and context; and explain how	aesthetic effectiveness, style, mood, and
and/or listener.	the analysis provides models for personal	context; and explain how the analysis
	growth as composer , performer, and/or	provides models for personal growth as
	listener.	composer, performer, and/or listener.

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

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

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

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	composers' intent by citing their use of	composers' musical and expressive intent
expressive aspects as well as the	elements of music (including form),	by citing their use of elements of music
style/genre of each work.	compositional techniques, and the	(including form), compositional techniques,
	style/genre and context of each work.	and the style/genre and context of each
		work.

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

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