New York State Learning Standards for the
ARTS
Together we • Create • • Respond • Connect
Present Perform Produce
Music
At-A-Glance Standards
New York State Learning Standards for the Arts

Together we • Create • Perform • Respond • Connect

Music

At-A-Glance Standards
NYS Learning Standards for the Arts
Revision Committee
MUSIC
* Denotes Committee Chair

Julie Beauregard
Penfield High School

Nikki Cole
Bath Central School District

Penelope Cruz
White Plains City School District

Lynn Fusco
Harrison Central School District

Denise Lutter
Bronxville UFSD

Johanna Siebert*
Webster Central School District (retired)
National Core Arts Standards writer

Shirley Terrinoni
Hannibal Central Schools

Fred Weingarten
Ithaca College School of Music

Leslie Yolen, Associate in Visual Arts Education, New York State Education Department

Jennifer Childress, Art Education Consultant (editing, document design)

Music Strands

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Anchor Standard 2 • Creating • Plan, Make

Anchor Standard 3 • Creating • Evaluate, Refine, Present

Anchor Standard 4 • Performing • Select, Analyze, Interpret

Anchor Standard 5 • Performing • Rehearse, Evaluate, Refine

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Anchor Standard 10 • Connecting • Relate

Anchor Standard 11 • Connecting • Interrelate

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For special Music Strands (only) there is another set of codes, indicated with an upper case letter next "b", and so on.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this:

Each grade level is indicated by a letter, number, or HS+Roman numeral
- PK = Pre-Kindergarten
- K = Kindergarten
- 1, 2, 3, 4, 5, 6, 7, 8 for grades 1–8
- HS I = HS Proficient
- HS II = HS Accomplished
- HS III = HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter even when there is only one. The first performance indicator is "a", the next "b", and so on.

For special Music Strands (only) there is another set of codes, indicated with an upper case letter
- H = Harmonizing Instruments
- C = Composition and Theory
- E = Traditional and Emerging Ensembles
- T = Technology

Music Coding Examples for Section 1

**Pk-8**
- First position indicates the discipline. It is always followed by a colon (:)’
  - Second position (following the colon) indicates the Artistic Process.
  - Anchor Standard number and Enduring Understanding number, which are separated by a "."
  - Fourth position indicates the Grade Level.
  - Fifth position indicates the Performance Indicator.

**MU**
- First position indicates the discipline. It is always followed by a colon (:
  - Second position (following the colon) indicates the Artistic Process.
  - Anchor Standard number and Enduring Understanding number, which are separated by a "").
  - Fourth position indicates the Grade Level.
  - Fifth position indicates the Performance Indicator.

**Novice ~ MU:Cr1.1.H5**
- First position indicates the strand.
- Anchor Standard + Enduring Understanding
- Grade Level
- Performance Indicator

**Intermediate ~ MU:Cr1.1.H5**
- First position indicates the strand.
- Anchor Standard + Enduring Understanding
- Grade Level
- Performance Indicator

**Strand Levels** are different than grade levels
- Novice is indicated by the number 5, but includes Grades 5–6
- Intermediate is indicated by the number 8, but includes Grades 7–8
- HS I (Proficient), HS II (Accomplished), and HS III (Advanced) indicate expected performance levels as students progress through a 1-3 unit sequence or 1-5 unit sequence.
# Anchor Standard 1

**Generate and conceptualize artistic ideas and work.**

**Enduring Understanding 1.1**
The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

<table>
<thead>
<tr>
<th>Pre-K MU:Cr1.1.PK</th>
<th>Kindergarten MU:Cr1.1.K</th>
<th>1st MU:Cr1.1.1</th>
<th>2nd MU:Cr1.1.2</th>
<th>3rd MU:Cr1.1.3</th>
<th>4th MU:Cr1.1.4</th>
<th>5th MU:Cr1.1.5</th>
<th>6th MU:Cr1.1.6</th>
<th>7th MU:Cr1.1.7</th>
<th>8th MU:Cr1.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With substantial guidance, explore and experience a variety of music.</td>
<td>a. With limited guidance, create musical ideas (such as BEAT and MELODY)</td>
<td>a. Generate rhythmic and melodic ideas and identify connection to specific purpose</td>
<td>b. Generate rhythmic and melodic ideas, and describe connection to specific purpose</td>
<td>a. Generate rhythmic and melodic ideas, and identify connection to specific purpose and/or context</td>
<td>b. Generate rhythmic and melodic ideas, and identify connection to specific purpose and/or context</td>
<td>a. Generate rhythmic and melodic ideas, and identify connection to specific purpose and context</td>
<td>b. Generate rhythmic and melodic ideas, and identify connection to specific purpose and context</td>
<td>a. Generate rhythmic and melodic ideas over given harmonic accompaniments within AB and ABA forms, and explain connection to purpose and context</td>
<td>a. Generate rhythmic and melodic ideas over given harmonic accompaniments within AB and ABA forms, and identify connection to purpose and context</td>
</tr>
<tr>
<td>b. With limited guidance, generate musical ideas (such as movements or motifs).</td>
<td>b. Generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</td>
<td>b. Generate musical ideas and patterns within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</td>
<td>b. Generate musical ideas and patterns (such as RHYTHMS and MELODIES) within a given toneality and meter.</td>
<td>b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within tonalities (such as major and minor) and meters.</td>
<td>b. Generate musical ideas and phrases within specific tonalities and meters.</td>
<td>b. Generate musical ideas and patterns (such as RHYTHMS and MELODIES) within a given toneality and meter.</td>
<td>b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within tonalities (such as major and minor) and meters.</td>
<td>b. Generate musical ideas and patterns (such as RHYTHMS and MELODIES) within a given toneality and meter.</td>
<td>b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within tonalities (such as major and minor) and meters.</td>
</tr>
</tbody>
</table>

## Essential Question
How do musicians generate creative ideas?

## Artistic Process Component
**CREATING**

**Imagining**

**Novice ~ MU:Cr1.1.H.5**
- a. Generate melodic, rhythmic, and harmonic ideas for melodies (such as two phrase).

**Intermediate ~ MU:Cr1.1.H.8**
- a. Generate melodic and rhythmic phrases that exhibit cohesiveness within forms (such as AB, ABA, song form) over given chord progressions.
- b. Generate simple chordal accompaniments for teacher-provided melodies.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
**Anchor Standard 2**  Organize and develop artistic ideas and work.

<table>
<thead>
<tr>
<th>Pre-K MU:Cr2.1.PK</th>
<th>Kindergarten MU:Cr2.1.K</th>
<th>1st MU:Cr2.1.1</th>
<th>2nd MU:Cr2.1.2</th>
<th>3rd MU:Cr2.1.3</th>
<th>4th MU:Cr2.1.4</th>
<th>5th MU:Cr2.1.5</th>
<th>6th MU:Cr2.1.6</th>
<th>7th MU:Cr2.1.7</th>
<th>8th MU:Cr2.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</td>
<td>b. With guidance, demonstrate and select favorite musical ideas.</td>
<td>a. Demonstrate and identify personal reasons for selecting patterns and ideas that represent expressive intent.</td>
<td>b. Use iconic notation and recording technology to document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Demonstrate selected and organized musical ideas for an arrangement or composition to express intent, and identify connection to a specific purpose and/or context.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
</tr>
<tr>
<td>b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and recording technology.</td>
<td>b. With limited guidance, develop and discuss personal reasons for selecting musical ideas that represent expressive intent.</td>
<td>a. Demonstrate selected and organize musical ideas for a musical composition to express intent, and explain connection to a learning context.</td>
<td>b. Use iconic notation and/or recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>a. Demonstrate and identify musical ideas for a simple arrangement or composition to express intent, and identify connection to a specific purpose and/or context.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
<td>b. Use standard notation and recording technology to combine, sequence, and document musical ideas.</td>
</tr>
</tbody>
</table>

**Enduring Understanding 2.1**
Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question**
How do musicians make creative decisions?

**Artistic Process**

**Creating**

**Process Components**

**Plan, Make**

**Harmonizing Instruments**

- Novice ~ MU:Cr2.1.H.5
  - a. Select, develop, and arrange harmonic ideas and chordal accompaniments for teacher-provided melodies, and rhythmic or melodic ideas for melodies (such as two-phrase and/or single-phrase) and explain connection to purpose and context.
  - b. Use standard notation and recording technology to combine, sequence, and document musical ideas.

- Intermediate ~ MU:Cr2.1.H.8
  - a. Select, develop, and arrange rhythmic, melodic, and harmonic ideas to generate multi-chord accompaniments to melodies with simple forms (such as AB or ABA), and melodic phrases over specified chord progressions to express intent.
  - b. Use standard notation and recording technology to document drafts of musical ideas.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
Anchor Standard 3  Refine and complete artistic work.

Enduring Understanding  3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

<table>
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<tr>
<th>Artistic Process</th>
<th>CREATING</th>
<th>EVALUATE, REFINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th MU:Cr3.1.7</td>
<td>a. Evaluate, refine, and document revisions to music, applying criteria and feedback (related to areas such as style and form), and explain the rationale for changes.</td>
<td></td>
</tr>
<tr>
<td>8th MU:Cr3.1.8</td>
<td>a. Evaluate, refine, and document revisions to music, applying criteria and feedback (related to appropriate application of compositional techniques), and explain the rationale for changes.</td>
<td></td>
</tr>
</tbody>
</table>

Essential Question  How do musicians improve the quality of their creative work?

Harmonizing Instruments

Novice ~ MU:Cr3.1.H.5

- a. Apply teacher-provided criteria to evaluate and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments to short or simple melodies.
- b. Explain the rationale for changes.

Intermediate ~ MU:Cr3.1.H.8

- a. Apply teacher-provided and collaboratively developed criteria to evaluate and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two to three chord accompaniments to short or simple melodies.
- b. Explain the rationale for changes, based on evaluation criteria.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
## Anchor Standard 3 (cont'd)

### Enduring Understanding

Musicians’ presentation of creative work is the culmination of a process of creation and communication.

### Essential Questions

- How does sharing creative musical ideas demonstrate expressive intent?
- What personal purpose does sharing creative musical ideas serve?

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<th>Grade</th>
<th>Standard</th>
<th>Description</th>
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<td>Pre-K</td>
<td>MU:Cr3.2.PK</td>
<td>a. With substantial guidance, share revised musical ideas with peers.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>MU:Cr3.2.K</td>
<td>a. With guidance, demonstrate a final version of musical ideas to peers.</td>
</tr>
<tr>
<td>1st</td>
<td>MU:Cr3.2.1</td>
<td>a. With limited guidance, present a final version of musical ideas for a specific purpose to peers or an informal audience that conveys expressive intent for a specific purpose.</td>
</tr>
<tr>
<td>2nd</td>
<td>MU:Cr3.2.2</td>
<td>a. Present the final version of created music to others, and describe connection to expressive intent for a specific purpose.</td>
</tr>
<tr>
<td>3rd</td>
<td>MU:Cr3.2.3</td>
<td>a. Present the final version of created music to others, and explain connection to expressive intent.</td>
</tr>
<tr>
<td>4th</td>
<td>MU:Cr3.2.4</td>
<td>a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</td>
</tr>
<tr>
<td>5th</td>
<td>MU:Cr3.2.5</td>
<td>a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</td>
</tr>
<tr>
<td>6th</td>
<td>MU:Cr3.2.6</td>
<td>a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</td>
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<tr>
<td>7th</td>
<td>MU:Cr3.2.7</td>
<td>a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, and balance to convey expressive intent.</td>
</tr>
<tr>
<td>8th</td>
<td>MU:Cr3.2.8</td>
<td>a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, and balance to convey expressive intent.</td>
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### Harmonizing Instruments

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<tr>
<td>Intermediate</td>
<td>MU:Cr3.2.H.8</td>
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* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
Anchor Standard 4  Select, analyze, and interpret artistic work for presentation.

Enduring Understanding 4.1  Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.

Essential Question  How do performers select repertoire?

Artistic Process  

PERFORM  

SELECT

Pre-K  

MU:Pr4.1.PK  
a. With substantial guidance, demonstrate and state preference for varied musical selections provided by the teacher.

Kindergarten  

MU:Pr4.1.K  
a. With guidance, demonstrate and state preference for varied musical selections provided by the teacher.

1st  

MU:Pr4.1.1  
a. With limited guidance, demonstrate and discuss personal interest in varied musical selections provided by the teacher.

2nd  

MU:Pr4.1.2  
a. Demonstrate and explain personal interest in, knowledge of, and purpose of varied musical selections provided by the teacher.

3rd  

MU:Pr4.1.3  
a. Demonstrate and explain how the music that they selected to perform (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, context, and technical skill.

4th  

MU:Pr4.1.4  
a. Demonstrate and explain how the music that they selected to perform (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, context, and technical skill.

5th  

MU:Pr4.1.5  
a. Demonstrate and explain how the music (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, context, and technical skill.

6th  

MU:Pr4.1.6  
a. Apply established criteria for selecting music to perform from teacher- or student-provided options for a specific purpose and/or context, and explain why each was chosen.

7th  

MU:Pr4.1.7  
a. Apply established and collaboratively developed criteria for selecting music of contrasting styles for a program (from teacher- or student-provided options) with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

8th  

MU:Pr4.1.8  
a. Apply established, collaboratively, and personally developed criteria for selecting music of contrasting styles for a program (from teacher- or student-provided options) with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

Harmonizing Instruments

Novice  

MU:Pr4.1.H.5  
a. Apply teacher-provided criteria to explain and demonstrate how the music that they selected to perform (from teacher- or student-provided options) is influenced by personal interest, knowledge, purpose, context, and their own and others’ technical skill.

Intermediate  

MU:Pr4.1.H.8  
a. Apply teacher- and collaboratively developed criteria to explain and demonstrate how a repertoire of music representing contrasting styles is selected (from teacher- or student-provided options), based on personal interest, knowledge, personal and others’ technical skills, and the purpose and/or context of the performance(s).

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
Anchor Standard 4 (cont’d)

**Enduring Understanding 4.2**

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

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<tr>
<th>Pre-K</th>
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</thead>
<tbody>
<tr>
<td>MU:Pr4.2.PK</td>
<td>a. With substantial guidance, explore and demonstrate awareness of musical contrasts.</td>
<td>MU:Pr4.2.1</td>
<td>a. With limited guidance, demonstrate knowledge of music concepts (such as major/minor tonality and meter) in music selected for performance.</td>
<td>b. When analyzing selected music, read and perform rhythmic and melodic patterns, using standard notation, as appropriate to the musical tradition.</td>
<td>c. Describe how context (such as personal and social) can inform a performance.</td>
<td>d. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.</td>
<td>e. Explain how musical elements inform performances.</td>
<td>f. Explain how social, cultural, and historical contexts inform performances and result in different musical interpretations.</td>
<td>g. a. Explain and demonstrate the structure and context of contrasting pieces of music selected for performance and how elements of music are used.</td>
</tr>
</tbody>
</table>

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**Novice ~ MU:Pr4.2.H.5**

- a. Identify prominent elements of music (such as form and harmony) in a varied repertoire of music.
- b. Use aural skills and standard notation when analyzing selected music.
- c. Explain how elements of music inform prepared or improvised performance(s).

**Intermediate ~ MU:Pr4.2.H.6**

- a. Identify and compare prominent elements of music (such as form and harmony) in a repertoire of music representing contrasting styles.
- b. Use aural skills and standard notation (rhythmic, melodic, and harmonic) when analyzing selected music.
- c. Explain how elements of music and social, cultural, and historical context(s) inform prepared or improvised performance(s).

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* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in the Section 3: High School Classroom Standards.
**Anchor Standard 4 (cont’d)**

**Enduring Understanding**

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

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
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<tr>
<td>MU:Pr4.3.PK</td>
<td>MU:Pr4.3.K</td>
<td>MU:Pr4.3.1</td>
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<td>MU:Pr4.3.4</td>
<td>MU:Pr4.3.5</td>
<td>MU:Pr4.3.6</td>
<td>MU:Pr4.3.7</td>
<td>MU:Pr4.3.8</td>
</tr>
<tr>
<td>a. With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo)</td>
<td>a. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that support the creators' expressive intent.</td>
<td>a. Demonstrate and describe music’s expressive qualities (such as dynamics and tempo)</td>
<td>a. Demonstrate knowledge of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</td>
<td>a. Demonstrate and identify the context and how intent is conveyed through expressive qualities (such as dynamics and tempo).</td>
<td>a. Demonstrate and identify the context and how intent is conveyed through interpretive decisions (such as dynamics and tempo).</td>
<td>a. Demonstrate and identify the context and how intent is conveyed through interpretive decisions (such as dynamics and tempo).</td>
<td>a. Demonstrate a selected piece of music that shows the creators’ expressive intent and are appropriate to the context.</td>
<td>a. Demonstrate contrasting pieces of music that show their interpretations of the elements of music, expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) that convey intent and are appropriate to the context.</td>
<td>a. Demonstrate contrasting pieces of music that show their interpretations of the elements of music, expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing), and explain how they convey intent and are appropriate to the context.</td>
</tr>
</tbody>
</table>

**Essential Question**

How do performers interpret musical works?

**Artistic Process • PERFORMING Process Component • INTERPRET**

- **MU:Pr4.3.H.5**
  - Demonstrate and explain how intent and consideration of performance context(s) are conveyed through interpretive decisions and elements of music (such as form and harmony) in a varied repertoire of music.

- **MU:Pr4.3.H.8**
  - Demonstrate and explain how intent and consideration of the social, cultural, and historical performance context(s) are conveyed through interpretive decisions and elements of music (such as form and harmony) in a repertoire of music representing contrasting styles.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in the Section 3: High School Classroom Standards.
Anchor Standard 5  Develop and refine artistic techniques and work for presentation.

Enduring Understanding 5.1 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.

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st MU:PrS.1.1</th>
<th>2nd MU:PrS.1.2</th>
<th>3rd MU:PrS.1.3</th>
<th>4th MU:PrS.1.4</th>
<th>5th MU:PrS.1.5</th>
<th>6th MU:PrS.1.6</th>
<th>7th MU:PrS.1.7</th>
<th>8th MU:PrS.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With substantial guidance, practice and demonstrate what they like about their own performances.</td>
<td>a. With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</td>
<td>a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</td>
<td>b. Rehearse, identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>a. Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
</tr>
<tr>
<td>b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</td>
<td>b. With limited guidance, use suggested strategies in rehearsal to address interpretive, performance, and technical challenges of music.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>c. Respond appropriately to aural and visual cues.</td>
<td>c. Respond appropriately to aural and visual cues.</td>
<td>a. Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>c. Respond appropriately to aural and visual cues.</td>
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<tr>
<td>c. Respond appropriately to aural and visual cues.</td>
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<td>b. Identify and apply appropriate rehearsal strategies and show readiness to present.</td>
<td>c. Respond appropriately to aural and visual cues.</td>
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<td>c. Respond appropriately to aural and visual cues.</td>
</tr>
</tbody>
</table>

**Novice – MU:PrS.1.H.5**

- a. Apply self-reflection and teacher-provided criteria to evaluate prepared or improvised ensemble and personal performances.
- b. Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music (such as form and harmony), and show improvement over time.
- c. Respond appropriately to teacher-provided cues.

**Intermediate – MU:PrS.1.H.8**

- a. Apply self-reflection and teacher-provided and collaboratively developed criteria to evaluate prepared or improvised ensemble and personal performances.
- b. Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music (such as form and harmony), and show improvement over time, and determine when the music is ready to perform.
- c. Respond appropriately to teacher-provided cues.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
MUSIC ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 6

Anchor Standard 6 ~ Convey meaning through the presentation of artistic work.

**Enduring Understanding** 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.

**Essential Questions**
- How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical work?
- How do context and the manner in which musical work is presented influence audience response?

**Artistic Process • Performing Process Component • Present**

**Harmonizing Instruments**

Pre-K
- **MU:Pr6.1.PK**
  - a. With substantial guidance, perform music with expression.
  - b. Respond appropriately to aural and visual cues.

Kindergarten
- **MU:Pr6.1.K**
  - a. With guidance, perform music with expression.
  - b. Perform appropriately for the audience.
  - c. Respond appropriately to aural and visual cues.

1st
- **MU:Pr6.1.1**
  - a. With limited guidance, perform music for a specific purpose with expression.
  - b. Perform appropriately for the audience and purpose.
  - c. Respond appropriately to aural and visual cues.

2nd
- **MU:Pr6.1.2**
  - a. Perform music with a specific purpose with expression and technical accuracy.
  - b. Perform appropriately for the audience and purpose.
  - c. Respond appropriately to aural and visual cues.

3rd
- **MU:Pr6.1.3**
  - a. Perform music with expression and technical accuracy.
  - b. Perform appropriately for the audience, venue, and context, demonstrating performance decorum.
  - c. Respond appropriately to aural and visual cues.

4th
- **MU:Pr6.1.4**
  - a. Perform music with expression and technical accuracy.
  - b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.
  - c. Respond appropriately to aural and visual cues.

5th
- **MU:Pr6.1.5**
  - a. Perform music with expression, technical accuracy, and interpretation.
  - b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.
  - c. Respond appropriately to aural and visual cues.

6th
- **MU:Pr6.1.6**
  - a. Perform music with stylistic expression, technical accuracy, and cultural context and/or culturally authentic practices.
  - b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.
  - c. Respond appropriately to aural and visual cues.

7th
- **MU:Pr6.1.7**
  - a. Perform music with stylistic expression, technical accuracy, interpretation, and/or culturally authentic practices.
  - b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.
  - c. Respond appropriately to aural and visual cues.

8th
- **MU:Pr6.1.8**
  - a. Perform music with stylistic expression, technical accuracy, interpretation, and culturally authentic practices.
  - b. Perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum.
  - c. Respond appropriately to aural and visual cues.

---

**Novice ~ MU:Pr6.1.H.5**
- a. Perform a varied repertoire of prepared or improvised music, alone or with others, with technical accuracy and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- c. Respond appropriately to teacher-provided cues.

**Intermediate ~ MU:Pr6.1.H.8**
- a. Perform a repertoire of prepared or improvised music representing contrasting styles, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum (such as stage presence and behavior) and audience etiquette appropriate for the context, venue, genre, and style.
- c. Respond appropriately to aural and visual cues.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
**Anchor Standard 7**  
Perceive and analyze artistic work.

Enduring Understanding  
7.1 Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.

| Pre-K | MU:Re7.1.PK | Kindergarten | MU:Re7.1.K | 1st | MU:Re7.1.1 | 2nd | MU:Re7.1.2 | 3rd | MU:Re7.1.3 | 4th | MU:Re7.1.4 | 5th | MU:Re7.1.5 | 6th | MU:Re7.1.6 | 7th | MU:Re7.1.7 | 8th | MU:Re7.1.8 |
|-------|-------------|--------------|-------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|
|       | a. With substantial guidance, state personal interests and demonstrate why they prefer some teacher-provided music selections over others. | a. Explain and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes. | a. Demonstrate and identify how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, or purposes. | a. Demonstrate and explain how selected music (from teacher- or student-provided options) connects to and is influenced by specific interests, experiences, purposes, or contexts. | a. Select and explain how contrasting musical works (from teacher- or student-provided options) connects to and is influenced by specific interests, experiences, purposes, or contexts. | a. Select and compare how a set of contrasting musical works (from teacher- or student-provided options) connect to and are influenced by specific interests, experiences, purposes, or contexts. | a. Select and compare how a set of contrasting musical works (from teacher-provided options) connects to and is influenced by interest, purpose, or personal experience. | a. Demonstrate and compare, using teacher-developed criteria, how selected music (from teacher- or student-provided options) connects to and is influenced by interest, purpose, or personal experience. |

**Essential Question**  
How do individuals choose music to experience?

**Artistic Process • RESPONDING Process Component • SELECT**

**Novice ~ MU:Re7.1.H.5**  
Harmonizing Instruments

**Intermediate ~ MU:Re7.1.H.8**  
Harmonizing Instruments

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
Anchor Standard 7 (cont’d)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Essential Question</th>
<th>Artistic Process</th>
<th>Process Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>How does understanding the structure and context of music inform a response?</td>
<td><strong>RESPONDING</strong></td>
<td><strong>ANALYZE</strong></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>a. With substantial guidance, explore musical contrasts in music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>a. With limited guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>a. Demonstrate and identify how responses to music are informed by the use of the elements of music and by context (such as social and cultural).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>a. Demonstrate and identify how responses to music are informed by the use of the elements of music and by context (such as social and cultural).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>a. Demonstrate and explain how responses to music are informed by the use of the elements of music and by context (such as cultural and historical).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>a. Demonstrate and explain how responses to music are informed by the use of the elements of music and by context (such as cultural and historical).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>a. Describe how the elements of music and expressive qualities relate to the structure of pieces.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>b. Identify the context of music from a variety of genres, cultures, and historical periods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>b. Identify and compare the contexts of sets of musical works from a variety of genres, cultures, and historical periods.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Harmonizing Instruments**

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice – MU:Re7.2.H.5</td>
<td>a. Identify and demonstrate, giving examples, the use of repetition, similarities, and contrasts in musical selections.</td>
</tr>
<tr>
<td>Intermediate – MU:Re7.2.H.8</td>
<td>b. Identify how social or cultural context informs a response.</td>
</tr>
</tbody>
</table>

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
**Anchor Standard 8**  
Interpret meaning in artistic work.

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 8.1</td>
<td>How do we discern the musical creators' and performers' expressive intent?</td>
</tr>
<tr>
<td>Essential Question</td>
<td>How do we discern the musical creators' and performers' expressive intent?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artistic Process</th>
<th>RESPONDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Component</td>
<td>INTERPRET</td>
</tr>
</tbody>
</table>

**Pre-K**  
**MU:Re8.1.PK**  
* With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).

**Kindergarten**  
**MU:Re8.1.K**  
* With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.

**1st**  
**MU:Re8.1.1**  
* With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.

**2nd**  
**MU:Re8.1.2**  
* Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent.

**3rd**  
**MU:Re8.1.3**  
* Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent.

**4th**  
**MU:Re8.1.4**  
* Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent.

**5th**  
**MU:Re8.1.5**  
* Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers’ interpretations to reflect expressive intent.

**6th**  
**MU:Re8.1.6**  
* Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers’ interpretations to reflect expressive intent.

**7th**  
**MU:Re8.1.7**  
* Describe a personal interpretation of how creators and performers apply the elements of music and expressive qualities, within genres and cultural and historical context, conveys expressive intent.

**8th**  
**MU:Re8.1.8**  
* Describe a personal interpretation of how creators and performers apply the elements of music and expressive qualities, within genres and cultural and historical context, conveys expressive intent.

**Harmonizing Instruments**  
* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
### Anchor Standard 9
**Apply criteria to evaluate artistic work.**

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

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

#### Pre-K
- **MU:Re9.1.PK**
  - With substantial guidance, talk about personal and expressive preferences in music.

#### Kindergarten
- **MU:Re9.1.K**
  - With guidance, apply personal and expressive preferences in the evaluation of music.

#### 1st Grade
- **MU:Re9.1.1**
  - With limited guidance, apply personal and expressive preferences in the evaluation of music.

#### 2nd Grade
- **MU:Re9.1.2**
  - Apply established criteria to evaluate musical works and performances, identifying appropriateness to the context.

#### 3rd Grade
- **MU:Re9.1.3**
  - Apply established criteria to evaluate musical works and performances, explaining appropriateness to the context.

#### 4th Grade
- **MU:Re9.1.4**
  - Apply established criteria to evaluate musical works and performances, explaining appropriateness to the context.

#### 5th Grade
- **MU:Re9.1.5**
  - Apply established criteria to evaluate musical works and performances, explaining appropriateness to the context.

#### 6th Grade
- **MU:Re9.1.6**
  - Apply established criteria to evaluate musical works and performances, explaining appropriateness to the context.

#### 7th Grade
- **MU:Re9.1.7**
  - Apply established criteria to evaluate musical works and performances, explaining appropriateness to the context.

#### 8th Grade
- **MU:Re9.1.8**
  - Apply established criteria to evaluate musical works and performances, explaining appropriateness to the context.

### Harmonizing Instruments
**Novice – MU:Re9.1.H.5**
- Identify and describe how interest, experiences, and personal or social contexts affect evaluation, and apply these in interpreting music.

**Intermediate – MU:Re9.1.H.8**
- Explain how interest, experiences, and personal, social, and/or historical contexts affect evaluation, and apply these in interpreting a varied repertoire of music.

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
Expanding one's knowledge through reasons for making and listening to music.

**Pre-K**
- Explore and imitate sounds found in the environment.

**Kindergarten**
- Explore and imitate sounds found in the environment.
- Imagine and describe places, times, and reasons for making and listening to music.
- Illustrate musical ideas through movements (such as dramatizations of books or stories).
- Manipulate music concepts (such as tempo and dynamics) in order to express ideas.

**1st Grade**
- Explore and imitate sounds found in the environment.
- Imagine and describe places, times, and reasons for making and listening to music.
- Illustrate musical ideas through movements (such as dramatizations of books or stories).
- Manipulate music concepts (such as tempo, dynamics, and articulations) in order to express ideas.

**2nd Grade**
- Generate musical soundscapes to portray stories, characters, emotions, and/or ideas.
- Identify places, times, and reasons for making and listening to music.
- Describe places, times, and reasons for making and listening to music.
- Perform folk dances from a variety of cultures.
- Manipulate music concepts in order to express ideas.

**3rd Grade**
- Generate musical soundscapes to portray stories, characters, emotions, and/or ideas.
- Describe places, times, and reasons for making and listening to music.
- Perform folk dances from a variety of cultures.
- Identify how sound is created on a variety of instruments and other sound sources.
- Manipulate music concepts in order to express ideas.

**4th Grade**
- Create musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.
- Describe places, times, and reasons for making and listening to music.
- Perform folk dances from a variety of time periods and cultures.
- Identify how sound is created on a variety of instruments and other sound sources.
- Manipulate music concepts in order to express ideas.

**5th Grade**
- Create musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.
- Describe places, times, and reasons for making and listening to music.
- Express and/or share a musical idea or emotion by using technological resources.
- Identify how sound is created on a variety of instruments and other sound sources.
- Describe how sound is created on a variety of instruments and other sound sources.

**6th Grade**
- Create musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.
- Describe places, times, and reasons for making and listening to music.
- Express and/or share an original musical idea or emotion using instrumental resources.
- Identify how sound is created on a variety of instruments and other sound sources.

**7th Grade**
- Design, implement, and reflect on a strategy for expanding one’s knowledge of unfamiliar music.
- Relate music to personal accomplishments and experiences.
- Express and share an original musical idea or emotion using instrumental resources.

**8th Grade**
- Design, implement, and reflect on a strategy for expanding one’s knowledge of unfamiliar music.
- With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.
- Express and share an original musical idea or emotion using instrumental resources.

---

**Anchor Standard 10**
Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

**Enduring Understanding**
10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

**Essential Questions**
- How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?
- What inspires and informs the creative work of musicians?

**Artistic Process**
- CONNECTING
- RELATE

---

**Harmonizing Instruments**

**Novice ~ MU:Cn10.1.H.5**
- Improvise musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.
- Discuss places, times, and reasons for making and listening to music.
- Consider personal accomplishments and experiences in shaping new musical goals.
- Identify how sound is created on a familiar instrument and other sound sources.

**Intermediate ~ MU:Cn10.1.H.8**
- Design, implement, and reflect on a strategy for expanding one’s knowledge of unfamiliar music.
- With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.
- Describe effective strategies for reaching a musical goal that is of importance to you.
- Express and share an original musical idea or emotion using instrumental resources.
### MUSIC ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~11

**Anchor Standard 11** Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

#### Enduring Understanding

11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>MU:CN</th>
<th>Essential Questions</th>
<th>Anchor Standard 11 Enduring Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>MU:CN11.1.PK</td>
<td>How does music help us understand the lives of people of different times, places, and cultures? How does music help preserve personal and cultural insights and values?</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>MU:CN11.1.K</td>
<td>a. Identify the role(s) of music and describe its meaning in its culture of origin.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>1st</td>
<td>MU:CN11.1.1</td>
<td>a. Explore folk music from a variety of cultures and discuss the music’s culture of origin.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>2nd</td>
<td>MU:CN11.1.2</td>
<td>a. Perform folk music from a variety of cultures and discuss the music’s culture of origin.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>3rd</td>
<td>MU:CN11.1.3</td>
<td>a. Perform folk music from a variety of cultures and identify the music’s role(s) and meaning in its culture of origin.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>4th</td>
<td>MU:CN11.1.4</td>
<td>a. Perform folk music from a variety of cultures and identify the music’s role(s) and meaning in its culture of origin.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>5th</td>
<td>MU:CN11.1.5</td>
<td>a. Perform folk music from a variety of cultures, including some in foreign languages, and describe the music’s role(s) and meaning in its culture of origin.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>6th</td>
<td>MU:CN11.1.6</td>
<td>a. Use technological resources to preserve musical ideas from varied cultural influences and describe the music’s role(s) and meaning in its culture of origin.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>7th</td>
<td>MU:CN11.1.7</td>
<td>a. Explore the skills and knowledge necessary to pursue a musical role in the community.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
<tr>
<td>8th</td>
<td>MU:CN11.1.8</td>
<td>a. Perform folk music from a variety of cultures, including some in foreign languages, and explain the music’s role(s) and meaning in its culture of origin, citing sources.</td>
<td>11.1.1.1 Create, perform, and analyze music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</td>
</tr>
</tbody>
</table>

### Artistic Process • CONNECTING • Process Component • INTERRELATE

#### Anchor Standard 11 Questions

- How does music help us understand the lives of people of different times, places, and cultures?
- How does music help preserve personal and cultural insights and values?

#### Anchor Standard 11 Essential Questions

- How does music help us understand the lives of people of different times, places, and cultures?
- How does music help preserve personal and cultural insights and values?

**Harmonizing Instruments**

<table>
<thead>
<tr>
<th>Level</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>MU:CN11.1.H.5</td>
<td>a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures.</td>
</tr>
<tr>
<td></td>
<td>Intermediate</td>
<td>a. Perform folk music from a variety of cultures, including some in foreign languages, and explain the music’s role(s) and meaning in its culture of origin, citing sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Identify the cultural and social uses for music.</td>
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<td></td>
<td>c. Identify ways in which music is used to represent and reflect group identity.</td>
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<tr>
<td></td>
<td></td>
<td>a. Explore the skills and knowledge necessary to pursue a musical role in the community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Identify the cultural, social, and political uses for music.</td>
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<td></td>
<td></td>
<td>c. Explain ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or a society.</td>
</tr>
</tbody>
</table>

* Proficient, Accomplished, & Advanced Levels of Harmonizing Instruments are located in Section 3: High School Classroom Standards.
Each discipline is assigned an alphabetic abbreviation using uppercase letters
 DA = Dance  MA = Media Arts  MU = Music  TH = Theatre  VA = Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter
 Cr = Creating  Pr = Performing/Presenting/Producing  Re = Responding  Cn = Connecting

Each anchor standard is assigned a number

Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: 1.1, 1.2. ".1" follows the AS number even when there is only one Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral
PK = Pre-Kindergarten  K = Kindergarten  1, 2, 3, 4, 5, 6, 7, 8 for grades 1–8
HSI = HS Proficient  HSII = HS Accomplished  HSIII = HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter even when there is only one. The first performance indicator is "a", the next "b", and so on.

For special Music Strands (only) there is another set of codes, indicated with an upper case letter
* does not apply to General Music, Pk-8
H = Harmonizing Instruments  E = Traditional and Emerging Ensembles
C = Composition and Theory  T = Technology

NOTE: Special Musicians with visual, hearing, and other physical impairments can participate in the arts as creators, performers, and audiences. The use of special materials, equipment, and personnel is recommended to facilitate their participation. Music teachers and all other arts educators are encouraged to design individualized arts programs that will accommodate the special needs of all their students, including those students with disabilities. Teachers should consult the NYS Arts Standards Glossary for additional information.

Special Strands
- First position indicates the discipline. It is always followed by a colon (:) and the next position (following the colon) indicates the Artistic Process.
- Second position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a ".".
- Third position indicates the Strand by the number 8, but HSI (Proficient), HSII (Accomplished), and HSIII (Advanced) indicate expected performance levels as students progress through a 1-3 unit sequence or 1-5 unit sequence.

Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

Italicized words or phrases indicate increased rigor from the previous level in a particular cognitive or skill area.
**Anchor Standard 1**

**Artistic Process**

**Process Component**

**Creating Imagine**

Generate and conceptualize artistic ideas and work.

**Enduring Understanding 1.1**

The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

- How do musicians generate creative ideas?

**Essential Question**

Novice - 5th

Intermediate - 8th

HS Proficient

HS Accomplished

HS Advanced

- Select from and develop previous ideas to create musical patterns.
- Create musical patterns, individually or as an ensemble.
- Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.
- Use improvisation, arrangements, and recording technology.
- Preserve drafts of creative work through standard notation and recording technology.

**Anchor Standard 2**

**Artistic Process**

**Process Component**

**Creating Plan, Make**

Organize and develop artistic ideas and work.

**Enduring Understanding 2.1**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

- How do musicians make creative decisions?

**Essential Question**

Novice - 5th

Intermediate - 8th

HS Proficient

HS Accomplished

HS Advanced

- Select from and develop previously generated ideas into musical patterns.
- Select from and develop previous ideas to create contrasting phrases.
- Select from and develop previous ideas to create complete passages of music.
- Select from and develop previous ideas to create musical compositions.
- Share creative patterns, individually or as an ensemble.

**Anchor Standard 3**

**Artistic Process**

**Process Component**

**Creating Evaluate, Refine**

Refine and complete artistic work.

**Enduring Understanding 3.1**

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

- How do musicians improve the quality of their creative work?

**Essential Question**

Novice - 5th

Intermediate - 8th

HS Proficient

HS Accomplished

HS Advanced

- Evaluate and refine created patterns based on teacher-provided criteria.
- Evaluate and refine created musical patterns that demonstrate particular content of music or texts studied in rehearsal, based on feedback and collaboratively selected criteria.
- Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria.
- Evaluate and refine created musical compositions, improvisations, and arrangements, based on feedback and personally identified goals.
### Anchor Standard 4

**Performing**

**Enduring Understanding 4.1**

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?

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</td>
<td>Select varied repertoire to study (from teacher- or student-provided options) based on music literacy, an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</td>
<td>Explain the criteria used to select varied repertoire to study (from teacher- or student-provided options) based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</td>
<td>Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</td>
<td>Demonstrate how composers and/structural aspects of musical works may affect performances.</td>
</tr>
</tbody>
</table>

### Anchor Standard 4 cont’d

**Performing**

**Enduring Understanding 4.2**

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?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/for improvised performances.</td>
<td>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</td>
<td>Use standard notation and aural skills to identify how knowledge of simple forms, in varied styles, informs performance.</td>
<td>Demonstrate how composers and structural aspects of musical works may affect performances.</td>
<td>Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performances and the performers’ ability to connect with the audience.</td>
</tr>
</tbody>
</table>

### Anchor Standard 4 cont’d

**Performing**

**Enduring Understanding 4.3**

Performers make interpretive decisions based on their understanding of context and intent. How do performers interpret musical works?

<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>Explain the criteria used to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</td>
<td>Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</td>
<td>Explain the criteria used to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</td>
<td>Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances and the performers’ ability to connect with the audience.</td>
<td>Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performances and the performers’ ability to connect with the audience.</td>
</tr>
</tbody>
</table>
Anchor Standard 5
Develop and refine artistic techniques and work for presentation.

Artistic Process Components
PERFORMING
REHEARSE, EVALUATE, REFINE
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Enduring Understanding 5.1
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 Questions
• How do musicians improve the quality of their performance?
• When is musical work ready to present?

Novice - 5th
MU:Pr5.1.E.5
a. Use teacher-provided feedback and strategies to refine individual and ensemble performances.

b. Respond appropriately to specific aural and visual cues (such as entrances, dynamics, and fermatas.)

Intermediate - 8th
MU:Pr5.1.E.8
a. Use teacher and student feedback to develop strategies that address technical challenges to refine performances.

b. Respond appropriately to specific aural and visual cues (such as phrasing, expression, and articulations.)

HS Proficient
MU:Pr5.1.E.HSI
a. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances.

b. Identify the need for aural and visual cues.

HS Accomplished
MU:Pr5.1.E.HSIII
a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

b. Initiate aural and visual cues.

HS Advanced
MU:Pr5.1.E.HSIII
a. Develop, apply, evaluate, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

b. Conduct or lead by providing aural and visual cues.

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

Artistic Process Component
PERFORMING
PRESENT
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding 6.1
The effectiveness of a performance is based on criteria that vary across time, place, and cultures.

Essential Question
• How does a musician convey artistry in a public performance?

Novice - 5th
MU:Pr6.1.E.5
a. Demonstrate attention to technical accuracy in prepared and/or improvised performances.

Intermediate - 8th
MU:Pr6.1.E.8
a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances.

HS Proficient
MU:Pr6.1.E.HSI
a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances.

HS Accomplished
MU:Pr6.1.E.HSII
a. Demonstrate mastery of the technical demands and an understanding of the expressive qualities of the music in prepared and/or improvised performances of a varied repertoire.

HS Advanced
MU:Pr6.1.E.HSIII
a. Demonstrate mastery of the technical demands and the expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
**Anchor Standard 7**  
**Artistic Process**  
**Process Component**  
Enduring Understanding 7.1  
**Essential Question**
Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.  
• How do individuals choose music to experience?

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<tbody>
<tr>
<td>a. Identify reasons for selecting music (from teacher- or student-provided options), based on characteristics found in the music, connections to interest, and purpose or context.</td>
<td>a. Explain reasons for selecting music (from teacher- or student-provided options) by citing characteristics found in the music and connections to interest, purpose, and context.</td>
<td>a. Apply criteria for selecting music (from teacher- or student-provided options) for specific purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</td>
<td>a. Use research and personally-developed criteria to justify choices made when selecting music by citing knowledge of the music and the specified purpose and context.</td>
<td>a. Identify how knowledge of context and the use of repetition, similarities, and contrasts informs the response to music.</td>
</tr>
</tbody>
</table>

**Anchor Standard 8**  
**Artistic Process**  
**Process Component**  
Enduring Understanding 8.1  
**Essential Question**
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  
• How do we discern musical creators’ and performers’ expressive intent?

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</thead>
<tbody>
<tr>
<td>a. Identify interpretations of the expressive intent and meaning of music works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</td>
<td>a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</td>
<td>a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</td>
<td>a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</td>
<td>a. Explain how the structures and context of varied musical works inform the response.</td>
</tr>
</tbody>
</table>

**Anchor Standard 9**  
**Artistic Process**  
**Process Component**  
Enduring Understanding 9.1  
**Essential Question**
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.  
• How do we judge the quality of musical work(s) and performance(s)?

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<tbody>
<tr>
<td>a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</td>
<td>a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</td>
<td>a. Evaluate works and performances, based on research, as well as on personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</td>
<td>a. Develop and justify evaluations of music, programs of music, and performances, based on criteria, personal decision making, research, and understanding of context.</td>
<td>a. Develop and justify evaluations of music, programs of music, and performances, based on criteria, personal decision making, research, and understanding of context.</td>
</tr>
</tbody>
</table>
**Anchor Standard 10**

**Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**

<table>
<thead>
<tr>
<th>Artistic Process Process Component</th>
<th>Enduring Understanding 10.1</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONNECTING</td>
<td>RELATE ~ Synthesize and relate knowledge and personal experiences to make music.</td>
<td>- How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?</td>
</tr>
<tr>
<td>Enduring Understanding 10.1</td>
<td></td>
<td>- What inspires and informs the creative work of musicians?</td>
</tr>
</tbody>
</table>

**Novice - 5th**

- IMPROVISE musical motifs to accompany or portray events, a story, or to illustrate an abstract idea.

**Intermediate - 8th**

- Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.
- With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.

**HS Novice**

- Identify effective strategies for reaching a musical goal that is of importance to you.

**HS Intermediate**

- Identify and implement ways to use music to serve others, and describe the effect of the experience.

**HS Advanced**

- Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience.

**Anchor Standard 11**

**Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.**

<table>
<thead>
<tr>
<th>Artistic Process Process Component</th>
<th>Enduring Understanding 11.1</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONNECTING</td>
<td>INTERRELATE ~ Relate musical ideas and works to varied contexts and daily life to deepen understanding.</td>
<td>- How does music help us understand the lives of people of different times, places, and cultures?</td>
</tr>
<tr>
<td>Enduring Understanding 11.1</td>
<td></td>
<td>- How does music help preserve personal and cultural insights and values?</td>
</tr>
</tbody>
</table>

**Novice - 5th**

- IDENTIFY and describe the cultural, social, and historical context in which music is used to represent events.

**Intermediate - 8th**

- b. Identify ways in which music is used to represent and reflect group identity.

**HS Novice**

- a. Identify the cultural, social, and political uses for music.

**HS Intermediate**

- b. Explore the skills and knowledge necessary to pursue a musical role in the community. Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or society.

**HS Advanced**

- c. Explain career opportunities in the field of music.
- d. Investigate a broad range of career opportunities in the field of music, (e.g., production, promotion, administration, etc.).

**HS Proficient**

- a. Describe the role of music in significant social and historical events.
- b. Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work.
- c. Identify and describe the contributions of community organizations that promote music.
- d. Investigate a broad range of career opportunities in the field of music, (e.g., production, promotion, administration, etc.).
NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters
DA = Dance  MA = Media Arts  MU = Music  TH = Theatre  VA = Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter
Cr = Creating  Pr = Performing/Presenting/Producing  Re = Responding  Cn = Connecting

Each anchor standard is assigned a number
Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.
Performing/Presenting/Producing
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
Connecting
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1”, ".2” like this: 1.1, 1.2. ".1” follows the AS number even when there is only one Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral
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HSI = HS Proficient  HSII = HS Accomplished  HSIII = HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter even when there is only one Enduring Understanding.

For special Music Strands (only) there is another set of codes, indicated with an upper case letter
* does not apply to General Music, Pk-8
H = Harmonizing Instruments  C = Composition and Theory  T = Technology

SECTION 3
HS Classroom Music

Composition & Theory
Harmonizing Instruments
- Proficient (HSI)
- Accomplished (HSII)
- Advanced (HSIII)

Music Coding Example for Section 3

Special Strands
- First position indicates the discipline. It is always followed by a colon ( : ).
- Second position (following the colon) indicates the Artistic Process.
- Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a ".
- Fourth position indicates the STRAND.
- Fifth position indicates the expected level of performance.
- Sixth position indicates the Performance Indicator.

Strand Levels
are different than grade levels
- Novice is indicated by the number 5, but includes Grades 5-6
- Intermediate is indicated by the number 8, but includes Grades 7-8
- HSI (Proficient), HSII (Accomplished), and HSIII (Advanced) indicate expected performance levels as students progress through a 1-3 unit sequence or 1-5 unit sequence

Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).
### Anchor Standard 1
**Artistic Process Component**

**Enduring Understanding 1.1**
The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

- **Essential Question**: How do musicians generate creative ideas?

<table>
<thead>
<tr>
<th>Composition and Theory (C)</th>
<th>Harmonizing Instruments (H)</th>
<th>Technology (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>a. Generate melodic and rhythmic ideas for improvisations and compositions (such as one-part, cyclical, or binary).</td>
<td>a. Generate melodic, rhythmic, and harmonic ideas for improvisations and compositions using digital tools.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>b. Generate single-line melodic, rhythmic, and implied harmonic ideas for improvisations and compositions (such as binary, rondo, or ternary).</td>
<td>b. Generate a variety of harmonic patterns using three or more chords for given melodies.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (such as binary, rondo, or other binary).</td>
<td>a. Select, develop, and organize melodic, rhythmic, and harmonic ideas for compositions using digital tools and digital resources.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>b. Generate improvisations and accompaniment patterns in a variety of styles.</td>
<td>b. Generate harmonizations for given melodies.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>a. Generate melodic, rhythmic, and implied harmonic ideas for compositions representing a variety of forms and styles, and improvisations in different styles.</td>
<td>a. Select, develop, and organize melodic, rhythmic, and harmonic ideas for compositions and improvisations in a variety of forms and styles that incorporate digital tools, digital resources, and digital systems.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>b. Generate stylistically appropriate harmonizations for given melodies.</td>
<td>b. Select, develop, and organize melodic, rhythmic, and harmonic ideas for compositions using digital tools and digital resources.</td>
</tr>
</tbody>
</table>

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**Enduring Understanding 2.1** Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

- **Essential Question**: How do musicians make creative decisions?

<table>
<thead>
<tr>
<th>Composition and Theory (C)</th>
<th>Harmonizing Instruments (H)</th>
<th>Technology (T)</th>
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<tbody>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>a. Select, develop, and organize melodic and rhythmic ideas in drafts of music within a variety of forms (such as one-part, cyclical, or binary) and describe their development.</td>
<td>a. Select, develop, and organize melodic, rhythmic, and harmonic ideas using digital tools.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>b. Analyze, interpret, and discuss works of various musical styles and traditions.</td>
<td>b. Select, develop, and organize melodic, rhythmic, and harmonic ideas for compositions using digital tools and digital resources.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>a. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (such as binary, rondo, or ternary).</td>
<td>a. Select, develop, and organize melodic, rhythmic, and harmonic ideas for compositions and improvisations in different styles and styles that incorporate digital tools, digital resources, and digital systems.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong> MU:Cr.1.1.HSI</td>
<td>b. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as simple, moderately complex, or complex forms).</td>
<td>b. Select, develop, and organize melodic, rhythmic, and harmonic ideas for compositions and improvisations in different styles and styles that incorporate digital tools, digital resources, and digital systems.</td>
</tr>
</tbody>
</table>

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*Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.*
Anchor Standard 3

Creating, Evaluating, Refining Musical Work

Creating: Composing

Enduring Understanding 3.1

Artistic Process Components

- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

- How do musicians improve the quality of their creative work?

Harmonizing Instruments (H)

- Proficient
  - MU:Crs.1.H.HSI

  a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- Accomplished
  - MU:Crs.1.H.HSI

  a. Identify, describe, and apply teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- Advanced
  - MU:Crs.1.H.HSI

  a. Research, identify, explain, and apply student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Technology (T)

- Proficient
  - MU:Crs.1.T.HSI

  a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- Accomplished
  - MU:Crs.1.T.HSI

  a. Identify, describe, and apply teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- Advanced
  - MU:Crs.1.T.HSI

  a. Research, identify, explain, and apply student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.
### Anchor Standard 4

**Select, analyze, and interpret artistic work for presentation.**

#### Artistic Process

**Process Component**

**PERFORMING**

**SELECT** — Select varied musical works to present, based on interest, knowledge, technical skill, and context.

#### Enduring Understanding 4.1

Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

- How do performers select repertoire?

#### Essential Question

**Artistic Process**

- Based on interests, and an understanding of the performer’s technical skill.

#### Composition and Theory (C)

**HS Proficient**

MU:Pr4.1.C.HSII

- Select, using teacher-developed criteria, specific passages of music, based on theoretical and structural characteristics, interest, and an understanding of the performer’s technical skill.

**HS Accomplished**

MU:Pr4.1.C.HSIII

- Select, using teacher-developed and/or student-developed criteria, specific passages and sections, based on theoretical and structural characteristics, interest, and an understanding of the performer’s technical skill.

**HS Advanced**

MU:Pr4.1.C.HSIII

- Select, using student-developed criteria, specific movements or entire works, based on theoretical and structural characteristics, interest, and an understanding of the performer’s technical skill.

#### Harmonizing Instruments (H)

**HS Proficient**

MU:Pr4.1.H.HSI

- Select, using established criteria, a varied repertoire of music for individual or small group performances, based on an understanding of theoretical and structural characteristics of the music, personal interest, knowledge, personal and others’ technical skills, as well as the purpose and/or context of the performance(s).

**HS Accomplished**

MU:Pr4.1.H.HSII

- Select, using student-developed criteria, a varied repertoire of music for individual and small group performances, based on an understanding of theoretical and structural characteristics of the music, expressive challenges, personal interest, knowledge, personal and others’ technical skills, as well as the purpose and/or context of the performance(s).

**HS Advanced**

MU:Pr4.1.H.HSIII

- Develop and apply individually developed criteria for selecting a varied repertoire of music for individual and small group performances, based on an understanding of theoretical and structural characteristics of the music, expressive challenges, personal interest, knowledge, personal and others’ technical skills, as well as the purpose and/or context of the performance(s).

**Technology (T)**

**HS Proficient**

MU:Pr4.1.T.HSI

- Select, using teacher-developed criteria, a varied repertoire of music, based on interests, and an understanding of the performer’s technical and technological skill.

**HS Accomplished**

MU:Pr4.1.T.HSII

- Select, using teacher-developed and/or student-developed criteria, a varied repertoire of music, based on interests, an understanding of the theoretical and structural characteristics of the music, and the performer’s technical skill, using digital tools and digital resources.

**HS Advanced**

MU:Pr4.1.T.HSIII

- Select, using student-developed criteria, varied programs, based on interests, 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, digital resources, and digital systems.

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### Anchor Standard 4 cont’d

**Select, analyze, and interpret artistic work for presentation.**

#### Artistic Process

**Process Component**

**PERFORMING**

**ANALYZE** — Analyze the structure and context of varied musical works and their implications for performance.

#### Enduring Understanding 4.2

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

- How does understanding the structure and context of musical works inform performance?

#### Essential Question

**Composing and Theory (C)**

**HS Proficient**

MU:Pr4.2.C.HSII

- Describe how structural aspects and the elements of music inform prepared and improvised performances.

**HS Accomplished**

MU:Pr4.2.C.HSIII

- Explain how structural aspects and the elements of music relate to the style, function, and context and inform prepared and improvised performances.

#### Harmonizing Instruments (H)

**HS Proficient**

MU:Pr4.2.H.HSI

- Identify and describe important theoretical and structural characteristics and context in a varied repertoire of music and the implications for prepared and improvised performances.

**HS Accomplished**

MU:Pr4.2.H.HSII

- Identify, describe, and demonstrate how theoretical and structural characteristics and context in a varied repertoire of music inform and influence prepared and improvised performances.

**HS Advanced**

MU:Pr4.2.H.HSIII

- Examine, evaluate, and critique how theoretical and structural characteristics and context in a varied repertoire of music selected for performance programs inform and influence prepared and improvised performances.

#### Technology (T)

**HS Proficient**

MU:Pr4.2.T.HSI

- Describe how context, structural aspects of the music, and digital tools inform prepared and improvised performances.

**HS Accomplished**

MU:Pr4.2.T.HSII

- Describe and demonstrate how context, theoretical and structural aspects of the music, and digital tools inform and influence prepared and improvised performances.

**HS Advanced**

MU:Pr4.2.T.HSIII

- Examine, evaluate, and critique how context, theoretical and structural aspects of the music, and digital tools inform and influence prepared and improvised performances.

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* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: PK 8 Standards.
Anchor Standard 4 cont'd
Select, analyze and interpret artistic work for presentation.

<table>
<thead>
<tr>
<th>Artistic Process</th>
<th>PERFORMING</th>
<th>INTERPRET ~ Develop personal interpretations that consider creators’ intent.</th>
</tr>
</thead>
</table>
Enduring Understanding 4.3  
Essential Question
Performers make interpretive decisions based on their understanding of context and intent.  
• How do performers interpret musical works?

<table>
<thead>
<tr>
<th>Composition and Theory (C)</th>
<th>HS Proficient MU:Pr4.3.C.HSI</th>
<th>a. 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’ intents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS Accomplished MU:Pr4.3.C.HSII</td>
<td>a. 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’ intents.</td>
</tr>
<tr>
<td></td>
<td>HS Advanced MU:Pr4.3.C.HSIII</td>
<td>a. 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’ intents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Harmonizing Instruments (H)</th>
<th>HS Proficient MU:Pr4.3.H.HSI</th>
<th>a. Demonstrate how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS Accomplished MU:Pr4.3.H.HSII</td>
<td>a. Explain and support how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances and the performers’ ability to connect with audiences.</td>
</tr>
<tr>
<td></td>
<td>HS Advanced MU:Pr4.3.H.HSIII</td>
<td>a. Explain and present interpretations that demonstrate how the context and an understanding of the creators’ intents in a varied repertoire of music influences prepared or improvised performances and the performers’ ability to connect with audiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology (T)</th>
<th>HS Proficient MU:Pr4.3.T.HSI</th>
<th>a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influences prepared or improvised performances.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS Accomplished MU:Pr4.3.T.HSII</td>
<td>a. Explain and support how understanding the style, genre, context, and use of digital tools and digital resources in a varied repertoire of music influences prepared or improvised performances and the performers’ ability to connect with audiences.</td>
</tr>
<tr>
<td></td>
<td>HS Advanced MU:Pr4.3.T.HSIII</td>
<td>a. Explain and present interpretations that demonstrate an understanding of how 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.</td>
</tr>
</tbody>
</table>

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.
### Anchor Standard 5

**Artistic Process**

**Enduring Understanding 5.1**

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.

- How do musicians improve the quality of their performance?

#### Essential Questions

- Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.

#### Composition and Theory (C)

<table>
<thead>
<tr>
<th>HS Proficient MU:PrS 1.C.HSI</th>
<th>a. Using established criteria and teacher feedback, identify the ways in which the elements of music, style, and mood are conveyed in performances.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Identify and implement strategies for improving the technical and expressive aspects of a work.</td>
<td></td>
</tr>
<tr>
<td>c. Describe the ways(s) in which criticizing others’ work and receiving feedback from others can be applied in the personal creative process.</td>
<td></td>
</tr>
</tbody>
</table>

| HS Accomplished MU:PrS 1.C.HSII | a. Using established criteria and various sources of feedback, identify the ways in which the formal design, style, historical/cultural context, and compositional techniques of a work are conveyed in performances. |
| b. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works. |
| c. Describe and evaluate ways in which criticizing others’ work and receiving feedback from others have been specifically applied in the personal creative process. |

| HS Advanced MU:PrS 1.C.HSIII |

#### Harmonizing Instruments (HI)

| HS Proficient MU:PrS 1.H.HSI | a. Identify and apply established criteria and teacher feedback to critique individual and small group performances of a variety of music. |
| b. Identify and implement strategies to address performance challenges and refine performances. |
| c. Identify the need for aural and visual cues and respond appropriately. |

| HS Accomplished MU:PrS 1.H.HSII | a. Develop and apply established criteria and feedback from teacher and/or students to critique individual and small group performances of a variety of styles of music. |
| b. Create and implement rehearsal strategies to address performance challenges and refine performances. |
| c. Initiate aural and visual cues. |

| HS Advanced MU:PrS 1.H.HSIII |

#### Technology (T)

| HS Proficient MU:PrS 1.T.HSI | a. Identify and apply established criteria and feedback to implement artistic techniques and work for presentation. |
| b. Compare and contrast works. |
| c. Describe the way(s) in which critiquing others’ work and receiving feedback from others can be applied in the personal creative process. |

| HS Accomplished MU:PrS 1.T.HSII | a. Develop and apply established criteria and feedback from teacher and/or students to improve and refine the technical and expressive aspects of prepared and improvised performances of a variety of styles of music. |
| b. Create and implement varied rehearsal strategies to address performance challenges and refine the programs. |
| c. Conduct or lead by providing aural and visual cues. |

| HS Advanced MU:PrS 1.T.HSIII |

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* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.
Musical ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation

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

**Artistic Process**

**Process Component**

**PRESENT** ~ Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Enduring Understanding 6.1**

The quality and effectiveness of a performance is based on criteria that vary across time, place, and cultures.

- How does a musician convey (heighten) artistry in a public performance?

**Composition and Theory (C)**

**HS Proficient**

MU:Pr.1.C.HSI

a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

b. Identify how compositions are appropriate for an audience or context, and how this might shape personal creative efforts.

**HS Accomplished**

MU:Pr.1.C.HSII

a. 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.

b. Describe how compositions are appropriate for both audience and context, and how this will shape personal creative efforts.

**HS Advanced**

MU:Pr.1.C.HSIII

a. Share live or recorded performances of works (both personal and others'), and explain and demonstrate understanding of how the expressive intent of the music is conveyed.

b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape personal creative efforts.

**Harmonizing Instruments (H)**

**HS Proficient**

MU:Pr.1.H.HSI

a. Perform with expression and technical accuracy, in individual and group performances, a variety of music.

**HS Accomplished**

MU:Pr.1.H.HSII

a. Perform with expression and technical accuracy, in individual and group performances, a variety of styles of music.

**HS Advanced**

MU:Pr.1.H.HSIII

a. Perform with expression and technical accuracy, in individual and group performances, a program of music of contrasting styles.

**Technology (T)**

**HS Proficient**

MU:Pr.1.T.HSI

a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a variety of music.

**HS Accomplished**

MU:Pr.1.T.HSII

a. Using digital tools and digital resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a variety of styles of music.

**HS Advanced**

MU:Pr.1.T.HSIII

a. Integrating digital and analog tools and digital resources, demonstrate an understanding of and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a program of music of contrasting styles.

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.
**Anchor Standard 7**  
Perceive and analyze artistic work.

| Artistic Process 
| Enduring Understanding 7.1 |
|-------------------------|-----------------------------|
| **Composition and Theory (C)** | **Harmonizing Instruments (H)** |
| HS Proficient MU:Re7.1.C.HSI | a. Apply teacher-developed criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. |
| HS Proficient MU:Re7.1.H.HSI | a. Apply teacher-developed criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. |
| HS Proficient MU:Re7.1.T.HSI | a. Apply teacher-developed criteria to select music for specified purposes, supporting choices by citing characteristics found in the music, digital and electronic aspects, and the specified purpose and context. |
| HS Advanced MU:Re7.1.C.HSIIII | a. Use researched criteria to select music for a variety of purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. |
| HS Advanced MU:Re7.1.H.HSIIII | a. Use researched criteria to select music for a variety of purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. |
| HS Advanced MU:Re7.1.T.HSIIII | a. Use researched criteria to select music for a variety of purposes, supporting choices by citing knowledge of the music, understanding of digital and electronic aspects, and the specified purpose and context. |
| HS Advanced MU:Re7.1.C.HSI | a. Use research to develop personal criteria for selecting, describing, and comparing a variety of individual and small group musical programs that represent a variety of cultures, genres, and historical periods. |
| HS Advanced MU:Re7.1.H.HSI | a. Use research to develop personal criteria for selecting, describing, and comparing a variety of individual and small group musical programs that represent a variety of cultures, genres, and historical periods. |
| HS Advanced MU:Re7.1.T.HSI | a. Use research to develop personal criteria for selecting, describing, and comparing a variety of programs containing digital and electronic aspects. |

**Essential Question**  
- How do individuals choose music to experience?

**Composition and Theory (C)**  
**Harmonizing Instruments (H)**  
**Technology (T)**

- HS Proficient MU:Re7.1.C.HSI
- HS Proficient MU:Re7.1.H.HSI
- HS Proficient MU:Re7.1.T.HSI
- HS Accomplished MU:Re7.1.C.HSI
- HS Accomplished MU:Re7.1.H.HSI
- HS Accomplished MU:Re7.1.T.HSI
- HS Advanced MU:Re7.1.C.HSIII
- HS Advanced MU:Re7.1.H.HSIII
- HS Advanced MU:Re7.1.T.HSIII

**Analysis by the Structure and Context of Varied Musical Works**

- **HS Proficient MU:Re7.2.C.HSI**
  - Analyze musical excerpts to determine how the elements of music, context, and purpose inform a response.
- **HS Proficient MU:Re7.2.H.HSI**
  - Compare passages in musical selections and explain how the elements of music, context, and purpose inform a response.
- **HS Proficient MU:Re7.2.T.HSI**
  - Compare passages in musical selections and explain how the elements of music, technological aspects, context, and purpose inform a response.

**Analyzing the Structure and Context of Contrasting Musical Selections**

- **HS Proficient MU:Re7.3.C.HSI**
  - Analyze aural and noted musical excerpts to determine how the elements of music, context, and purpose inform a response.
- **HS Proficient MU:Re7.3.H.HSI**
  - Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context and creative decisions inform a response.

**Analyzing the Analysis of the Structures and Context**

- **HS Proficient MU:Re7.3.T.HSI**
  - Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context and creative decisions inform a response.

*Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: PK 8 Standards.*
**Anchor Standard 8**

**Artistic Process**

**Process Component**

- **RESPONDING**
  - **INTERPRET** – Support interpretations of musical works that reflect creators’/performers’ expressive intent.

**Enduring Understanding 8.1**

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

**Essential Question**

- **How do we discern musical creators’ and performers’ expressive intent?**

<table>
<thead>
<tr>
<th>Composition and Theory (C)</th>
<th>HS Proficient MU:Re8.1.C.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop <strong>interpretations</strong> of varied works, demonstrating an understanding of composers’ intents by citing technical and expressive aspects as well as the style/genre of each work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Harmonizing Instruments (H)</th>
<th>HS Proficient MU:Re8.1.H.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop an <strong>interpretation</strong> of the expressive intent of musical selections based on the treatment of the elements of music, structural characteristics, context and purpose.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology (T)</th>
<th>HS Proficient MU:Re8.1.T.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop an <strong>interpretation</strong> of the expressive intent of musical selections based on the treatment of the elements of music, digital and electronic features, and purpose.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Accomplished MU:Re8.1.C.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain and support interpretations of varied works, demonstrating an understanding of composers’ intents by citing the use of elements of music (including form), compositional techniques, context, and the style/genre of each work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Accomplished MU:Re8.1.H.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain and support interpretations of the expressive intent of musical selections, citing as evidence the treatment of the elements of music, context, and the style/genre of each work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Accomplished MU:Re8.1.T.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain and support interpretations of the expressive intent of musical selections, citing as evidence the treatment of the elements of music, digital and electronic features, context, and purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Advanced MU:Re8.1.C.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain and support interpretations of varied works, demonstrating an understanding of composers’ intents by citing structural characteristics of the musical work and comparing and synthesizing varied researched sources, including reference to other art forms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Advanced MU:Re8.1.H.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain and support interpretations of the expressive intent of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Advanced MU:Re8.1.T.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain and support interpretations of the expressive intent of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.</td>
</tr>
</tbody>
</table>

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**Anchor Standard 9**

**Artistic Process**

**Process Component**

- **RESPONDING**
  - **EVALUATE** – Support evaluations of musical works and performances, based on analysis, interpretation, and established criteria.

**Enduring Understanding 9.1**

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

**Essential Question**

- **How do we judge the quality of musical work(s) and performance(s)?**

<table>
<thead>
<tr>
<th>Composition and Theory (C)</th>
<th>HS Proficient MU:Re9.1.C.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify the effective technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Harmonizing Instruments (H)</th>
<th>HS Proficient MU:Re9.1.H.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply established and teacher-provided criteria and personal preference, based on analysis and context to evaluate individual and small group musical selections for listening.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology (T)</th>
<th>HS Proficient MU:Re9.1.T.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evaluate music using criteria, based on analysis, interpretation, artistic intent, digital, and electronic features, and personal interests.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Accomplished MU:Re9.1.C.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory and the use of composition techniques and procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Accomplished MU:Re9.1.H.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply personally-developed and established criteria, based on research, personal preference, analysis, interpretation, expressive intent and musical qualities to evaluate individual and small group musical selections for listening.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Accomplished MU:Re9.1.T.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evaluate music using criteria, based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Advanced MU:Re9.1.C.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory and complex compositional techniques and procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Advanced MU:Re9.1.H.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Advanced MU:Re9.1.T.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 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.</td>
</tr>
</tbody>
</table>

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*Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.*
### Anchor Standard 10
Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

**Artistic Process**  
**Process Component**

**Enduring Understanding 10.1**  
**Technology (T)**

**Instruments (H)**

**Harmonizing**

**Theory (C)**

**Composition**

**Indicators**

**Essential Questions**
- How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?
- What inspires and informs the creative work of musicians?

### Anchor Standard 11
Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

**Artistic Process**  
**Process Component**

**Enduring Understanding 11.1**

**Technology (T)**

**Instruments (H)**

**Harmonizing**

**Theory (C)**

**Composition**

**Indicators**

**Essential Questions**
- How does music help us understand the lives of people of different times, places, and cultures?
- How does music help preserve personal and cultural insights and values?

* Novice and Intermediate Levels of Harmonizing Instruments are located in Section 1: Pk 8 Standards.