



Artistic Process ~ CREATING ~ Conceiving and developing new artistic ideas and work

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.					
Process Component	IMAGINE ~ Generate musical ideas for various purposes and contexts.					
Essential Question	• How do musicians generate creative ideas?	a. Generate melodic, rhythmic, and timbral ideas.	a. Generate melodic, rhythmic, and timbral ideas, based on characteristic(s) of music or text(s) studied in rehearsal.	a. Generate melodic, rhythmic, and timbral ideas for contrasting phrases.	a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.	a. Generate melodic, rhythmic, timbral, and implied harmonic ideas for compositions.
Anchor Standard 2	Organize and develop artistic ideas and work.					
Enduring Understanding 2.1	Musicians' creative choices are influenced by their expertise, context, and expressive intent.					
Process Components	PLAN, MAKE ~ Select and develop musical ideas for defined purposes and contexts.					
Essential Question	• How do musicians make creative decisions?	a. Select from and develop previously generated ideas into musical patterns.	a. Select from and develop previously generated ideas into musical patterns that demonstrate particular content of music or texts studied in rehearsal.	a. Select from and develop previous ideas to create contrasting phrases.	a. Select from and develop previous ideas to create complete passages of music.	a. Select from and develop previous ideas to create compositions, improvisations, and arrangements.
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.					
Process Components	EVALUATE, REFINE ~ Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.					
Essential Question	• How do musicians improve the quality of their creative work?	a. Evaluate and refine created patterns based on teacher-provided criteria.	a. Evaluate and refine created musical patterns that demonstrate particular content of music or texts studied in rehearsal, based on collaboratively selected criteria.	a. Evaluate and refine created contrasting phrases, based on feedback and collaboratively developed criteria.	a. Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria.	a. Evaluate and refine compositions, improvisations and arrangements, based on feedback and personally identified goals.
Enduring Understanding 3.2	Musicians' presentation of creative work is the culmination of a process of creation and communication.					
Process Component	PRESENT ~ Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.					
Essential Question	• When is creative work ready to share?	a. Share created patterns, individually or as an ensemble.	a. Share created patterns that demonstrate particular melodic and rhythmic content of music or texts studied in rehearsal, individually or as an ensemble.	a. Share created contrasting phrases, individually or as an ensemble.	a. Share created musical passages, individually or as an ensemble.	a. Share compositions, improvisations, and arrangements, individually or as an ensemble.

Artistic Process ~ PERFORMING ~ Realizing artistic ideas and work through interpretation and presentation

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.					
Process Component	SELECT ~ Select varied musical works to present, based on interest, knowledge, technical skill, and context.					
Essential Question	• How do performers select repertoire?	a. 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.	a. 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.	a. 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.	a. 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.	a. Develop and apply criteria to select varied programs 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.
Enduring Understanding 4.2	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.					
Process Component	ANALYZE ~ Analyze the structure and context of varied musical works and their implications for performance.					
Essential Question	• How does understanding the structure and context of musical works inform performance?	a. Compare phrases, using aural indication and notation, in a piece of music to discover simple forms and inform performance.	a. Use standard notation and aural skills to identify how knowledge of simple forms, in varied styles, informs performance.	a. Use standard notation and aural skills to identify how the form and structural aspects of a piece affect and inform its performance.	a. Demonstrate how compositional devices and structural aspects of musical works may affect performances.	a. Document and demonstrate how compositional devices and structural aspects of musical works may affect performances.
Enduring Understanding 4.3	Performers make interpretive decisions based on their understanding of context and expressive intent.					
Process Component	INTERPRET ~ Develop personal interpretations that consider creators' intent.					
Essential Question	• How do performers interpret musical works?	a. Identify expressive qualities in a varied repertoire of prepared and/or improvised performances.	a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.	a. Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances, and the performers' ability to connect with the audience.	a. 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.
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.					
Process Components	REHEARSE, EVALUATE, REFINE ~ Evaluate and refine personal and ensemble performances, individually or in collaboration with others.					
Essential Questions	• How do musicians improve the quality of their performance? • When is musical work ready to present?	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.)	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).	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.	a. Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. b. Initiate aural and visual cues.	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.					
Enduring Understanding 6.1	The effectiveness of a performance is based on criteria that vary across time, place, and cultures.					
Process Component	PRESENT ~ Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.					
Essential Question	• How does a musician convey artistry in a public performance?	a. Demonstrate attention to technical accuracy in prepared and/or improvised performances.	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances.	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of varied repertoire.	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 representing diverse cultures, styles, genres, and historical periods.	a. Demonstrate an understanding and 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.

Artistic Process ~ RESPONDING ~ Understanding and evaluating how the arts convey meaning

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.					
Process Component	SELECT ~ Choose music appropriate for a specific purpose or context.					
Essential Question	• How do individuals choose music to experience?	a. Identify reasons for selecting music (from teacher- or student- provided options), based on characteristics found in the music, connection to interest, purpose or context.	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.	a. Apply criteria for selecting music (from teacher- or student- provided options) for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	a. Apply criteria for selecting music (from teacher- or student- provided options) for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.	a. Use research and personally-developed criteria to justify choices made when selecting music by citing knowledge of the music, and individual and ensemble purpose and context.
Enduring Understanding 7.2	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.					
Process Component	ANALYZE ~ Analyze how the structure and context of varied musical works inform the response.					
Essential Question	• How does understanding the structure and context of music inform a response?	a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	a. Describe how understanding context and the way that the elements of music are manipulated informs the response to music.	a. Explain how the analysis of passages and understanding the way that the elements of music are manipulated informs the response to music.	a. Explain how the analysis of structures and contexts informs the response to music.	a. Demonstrate and justify how the analysis of structures, contexts, and performance decisions informs the response to music.
Anchor Standard 8	Interpret meaning in artistic work.					
Enduring Understanding 8.1	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.					
Process Component	INTERPRET ~ Support interpretations of musical works that reflect creators'/performers' expressive intent.					
Essential Question	• How do we discern the musical creators' and performers' expressive intent?	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	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.	a. Explain 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.	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, and research.	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.
Anchor Standard 9	Apply criteria to evaluate artistic work.					
Enduring Understanding 9.1	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.					
Process Component	EVALUATE ~ Support evaluations of musical works and performances, based on analysis, interpretation, and established criteria.					
Essential Question	• How do we judge the quality of musical work(s) and performance(s)?	a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	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.	a. Develop and justify evaluations of music, programs of music, and performances, based on criteria, personal decision making, research, and understanding of context.

Artistic Process ~ CONNECTING ~ Relating artistic ideas and work with personal meaning and external context

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 sentiment. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.					
Process Component	RELATE ~ Synthesize and relate knowledge and personal experiences to make music.					
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?	a. Improvise musical motifs to accompany or portray events, a story, or to illustrate an abstract idea. b. Relate musical experiences to personal accomplishments in order to create new goals. c. 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.	a. Describe effective strategies for reaching a musical goal that is of importance to you. b. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music. c. Explore career opportunities in the field of music.	a. Reflect on past and current musical interests, people, and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore. 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.).	a. Identify and implement ways to use music to serve others, and describe the effect of the experience. b. Investigate and explain a specific music vocation and its role in society. c. Apply the understanding of social, cultural, and historical context in developing musical interpretations.	a. Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience. b. Identify multiple instances of small and large scale musical innovation, determine root causes that may have prompted the innovation, and describe the reaction of the prevailing culture to the innovation. c. Apply the understanding of social, cultural, and historical context in developing musical interpretations.
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.					
Process Component	INTERRELATE ~ Relate musical ideas and works to varied contexts and daily life to deepen understanding.					
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?	a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures. b. Identify ways in which music is used to represent and reflect group identity. c. Identify ways in which music is used to represent and reflect group identity.	a. Identify the cultural, social, and political uses for music. 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. c. Explore career opportunities in the field of music.	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.).	a. Appraise the effect of a musician or a group of musicians on a society, and identify the contributing factors to their ability to have that effect. b. Investigate and explain a specific music vocation and its role in society. c. Apply the understanding of social, cultural, and historical context in developing musical interpretations.	a. Plan and develop pathways for contribution, support, or participation in the community's musical future. b. Identify multiple instances of small and large scale musical innovation, determine root causes that may have prompted the innovation, and describe the reaction of the prevailing culture to the innovation.