	Artistic P	Process ~ CREATING ~ Conc	eiving and developing new	v 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	<u> </u>	Lutanus allata Oul	UC Destination	ue assemblahad	HC Advanced
Process Component	IMAGINE ~ Generate musical ideas for various purposes and contexts.	Novice - 5th MU:Cr1.1.E.5	Intermediate - 8th MU:Cr1.1.E.8	HS Proficient MU:Cr1.1.E.HSI	HS Accomplished MU:Cr1.1.E.HSII	HS Advanced MU:Cr1.1.E.HSIII
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 fo contrasting phrases.	a. Generate melodic, rhythmic, and timbral ideas fo 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 PLAN, MAKE ~ Select and develop musical ideas for defined purposes and contexts.	intent. Novice - 5th	Intermediate - 8th	HS Proficient	HS Accomplished	HS Advanced
Process Components Essential Question		MU:Cr2.1.E.5 a. Select from and develop previously generated ideas into	MU:Cr2.1.E.8	MU:Cr2.1.E.HSI	MU:Cr2.1.E.HSII a. Select from and develop previous ideas to create	MU:Cr2.1.E.HSIII a. Select from and develop previous ideas to create
Essential Question	How do musicians make creative decisions?	musical patterns.	musical patterns that demonstrate particular content of music or texts studied in rehearsal.	contrasting phrases .	complete passages of music.	compositions, improvisations, and arrangements.
		b. Preserve drafts of creative work through standard notation and/or recording technology.	b. Preserve drafts of creative work through standard notation and/or recording technology.	b. Preserve drafts of creative work through standard notation and recording technology.	b. Preserve drafts of creative work through standard notation and recording technology.	b. Preserve drafts of creative work through standard notation and recording technology.
Anchor Standard 3	Refine and complete artistic work.					
Enduring Understanding 3.1	Musicians evaluate and refine their work through openness to new ideas, persistence EVALUATE, REFINE ~ Evaluate and refine selected musical ideas to create musical work that	e, and the application of appropriate criteria. Novice - 5th	Intermediate - 8th	HS Proficient	HS Accomplished	HS Advanced
Process Components	meets appropriate criteria.	MU:Cr3.1.E.5	MU:Cr3.1.E.8	MU:Cr3.1.E.HSI	MU:Cr3.1.E.HSII	MU:Cr3.1.E.HSIII
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 , base 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 ar	nd communication.	-			•
Process Component	PRESENT ~ Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Novice - 5th MU:Cr3.2.E.5	Intermediate - 8th MU:Cr3.2.E.8	HS Proficient MU:Cr3.2.E.HSI	HS Accomplished MU:Cr3.2.E.HSII	HS Advanced MU:Cr3.2.E.HSIII
Essential Question	When is creative work ready to share?	a. Share created patterns, individually or as an ensemble.	melodic and rhythmic content of music or texts studied in	a. Share created <i>contrasting phrases</i> , individually or as a ensemble .	an a. Share created <i>musical passages</i> , individually or as an ensemble.	a. Share compositions, improvisations, and arrangements, individually or as an ensemble.
			rehearsal, individually or as an ensemble.			
Artistic Process ~ PERFORMING ~ Realizing artistic ideas and work through interpretation and presentation						
Anchor Standard 4 Enduring Understanding 4.1	Select, analyze and interpret artistic work for presentation. Performers' interest in and knowledge of musical works, understanding of their own	technical skill, and the context of a performance i	influence the selection of repertoire.			
Process Component	SELECT ~ Select varied musical works to present, based on interest, knowledge, technical skill, and context.	Novice - 5th MU:Pr4.1.E.5	Intermediate - 8th MU:Pr4.1.E.8	HS Proficient MU:Pr4.1.E.HSI	HS Accomplished MU:Pr4.1.E.HSII	HS Advanced MU:Pr4.1.E.HSIII
Essential Question	How do performers select repertoire?	a. Select varied repertoire to study (from teacher- or student-provided options) based on interest, music	a. Select varied repertoire to study (from teacher- or student-provided options) based on music literacy , an	a. Select varied repertoire to study (from teacher- or student-provided options) based on music literacy , an	a. Explain the criteria used to select varied repertoire to study (from teacher- or student-provided options) based on	a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical
		literacy, an understanding of the structure of the music, context, and the technical skill of the individual or	understanding of formal design in the music, context , and the technical skill of the individual and ensemble .	understanding of formal design in the music, context , and the technical skill of the individual and ensemble .	an understanding of theoretical and structural characteristics of the music, the technical skill of the	and structural characteristics <i>and expressive challenges in</i> the music, the technical skill of the individual or
		ensemble.			individual or ensemble , and the purpose or context of the performance .	ensemble, and the purpose and context of of the performance.
Enduring Understanding 4.2 Process Component	Analyzing creators' context and how they manipulate elements of music provides insi ANALYZE ~ Analyze the structure and context of varied musical works and their implications for	Novice - 5th	Intermediate - 8th	HS Proficient	HS Accomplished	HS Advanced
Essential Question	 How does understanding the structure and context of musical works inform performance? 	MU:Pr4.2.E.5 a. Compare phrases, using aural indication and notation,	MU:Pr4.2.E.8 a. Use standard notation and aural skills to identify how	MU:Pr4.2.E.HSI a. Use standard notation and aural skills to identify how	MU:Pr4.2.E.HSII a. Demonstrate how compositional devices and	MU:Pr4.2.E.HSIII a. Document and demonstrate how compositional
		in a piece of music to discover simple forms and inform performance.	knowledge of simple forms , in varied styles , informs performance .	the form and structural aspects of a piece affect and inform its performance .	structural aspects of musical works may affect performances.	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. Novice - 5th	Intermediate - 8th	HS Proficient	HS Accomplished	HS Advanced
Process Component Essential Question	 INTERPRET ~ Develop personal interpretations that consider creators' intent. How do performers interpret musical works? 	MU:Pr4.3.E.5	MU:Pr4.3.E.8 a. Demonstrate understanding and application of	MU:Pr4.3.E.HSI a. Demonstrate an understanding of <i>context</i> in a varied	MU:Pr4.3.E.HSII	MU:Pr4.3.E.HSIII d a. Demonstrate how understanding the style, genre, and
Essential Question	How do performers interpret musical works?	music that can be demonstrated through prepared and/or improvised performances.	expressive qualities in a varied repertoire of music through prepared and/or improvised performances.	repertoire of music through prepared and/or improvised performances.	context of a varied repertoire of music influences prepared and/or improvised performances, and the	context of a varied repertoire of music informs prepared and/or improvised performances and the performers'
Anchor Standard 5	Develop and refine artistic techniques and work for presentation.				performers' ability to connect with the audience.	ability to connect with the audience.
Enduring Understanding 5.1	To express their musical ideas, musicians analyze, evaluate, and refine their performa	ance over time through openness to new ideas, pe				
Process Components	REHEARSE, EVALUATE, REFINE ~ Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Novice - 5th MU:Pr5.1.E.5	Intermediate - 8th MU:Pr5.1.E.8	HS Proficient MU:Pr5.1.E.HSI	HS Accomplished MU:Pr5.1.E.HSII	HS Advanced MU:Pr5.1.E.HSIII
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.	a. Use teacher and student feedback to develop strategies that address technical challenges to refine performances.	 a. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances. 	 a. Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. 	 a. Develop, apply, evaluate, and <i>refine</i> appropriate rehearsal n strategies to address individual and ensemble challenges in a varied <i>repertoire</i> of music.
		b. Respond appropriately to specific aural and visual cues (such as entrances, dynamics , and fermatas.)	b. Respond appropriately to specific aural and visual cues (such as phrasing , expression , and articulations).	b. <i>Identify the need</i> for aural and visual cues.	b. <i>Initiate</i> aural and visual cues.	b. Conduct or lead by providing aural and visual cues.
Anchor Standard 6	Convey meaning through the presentation of artistic work.	(such as entrances, dynamics , and lermatas.)	(such as phrasing, expression, and articulations).			
Enduring Understanding 6.1	The effectiveness of a performance is based on criteria that vary across time, place, an	d cultures. Novice - 5th	Intermediate - 8th	HS Proficient	HS Accomplished	HS Advanced
Process Component	PRESENT ∼ Perform expressively, with appropriate interpretation and technical accuracy, and in a			no Prolicient	ns Accomplished	
	manner appropriate to the audience and context.	MU:Pr6.1.E.5	MU:Pr6.1.E.8	MU:Pr6.1.E.HSI	MU:Pr6.1.E.HSII	MU:Pr6.1.E.HSIII
Essential Question	manner appropriate to the audience and context. 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	MU:Pr6.1.E.HSII a. Demonstrate mastery of the technical demands and an understanding of the expressive qualities of the music in	a. Demonstrate an <i>understanding</i> and mastery of the technical demands and the expressive qualities of the
Essential Question		a. Demonstrate attention to technical accuracy in	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised	a. Demonstrate attention to technical accuracy and	MU:Pr6.1.E.HSII a. Demonstrate mastery of the technical demands and an	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
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 <i>understanding</i> 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
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Essential Question Anchor Standard 7 Enduring Understanding 7.1	How does a musician convey artistry in a public performance?	a. Demonstrate attention to technical accuracy in prepared and/or improvised performances. SS ~ RESPONDING ~ Under	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
Anchor Standard 7	How does a musician convey artistry in a public performance? Artistic Proce Perceive and analyze artistic work.	a. Demonstrate attention to technical accuracy in prepared and/or improvised performances. SS ~ RESPONDING ~ Under inderstandings, and purposes. Novice - 5th MU:Re7.1.E.5	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances. Standing and evaluating h Intermediate - 8th MU:Re7.1.E.8	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. HS Accomplished MU:Re7.1.E.HSII	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. HS Advanced MU:Re7.1.E.HSIII
Anchor Standard 7 Enduring Understanding 7.1	How does a musician convey artistry in a public performance? Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, under the conveyance of the conveya	a. Demonstrate attention to technical accuracy in prepared and/or improvised performances. SS ~ RESPONDING ~ Under understandings, and purposes. Novice - 5th MU:Re7.1.E.5 a. Identify reasons for selecting music (from teacher- or student- provided options), based on characteristics found in	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances. Standing and evaluating h Intermediate - 8th MU:Re7.1.E.8 a. Explain reasons for selecting music (from teacher- or student- provided options) by citing characteristics found in	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of varied repertoire. Ow the arts convey meaning the proficient Mu:Re7.1.E.HSI a. Apply criteria for selecting music (from teacher- or student- provided options) for specified purposes,	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. HS Accomplished MU:Re7.1.E.HSII a. Apply criteria for selecting music (from teacher- or student- provided options) for a variety of purposes,	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. HS Advanced MU:Re7.1.E.HSIII a. Use research and personally-developed criteria to justify choices made when selecting music by citing knowledge of the
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Anchor Standard 7 Enduring Understanding 7.1 Process Component	How does a musician convey artistry in a public performance? Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, use the selection of musical works are influenced by their interests.	a. Demonstrate attention to technical accuracy in prepared and/or improvised performances. SS ~ RESPONDING ~ Under improvised performances. Novice - 5th MU:Re7.1.E.5 a. Identify reasons for selecting music (from teacher- or student- provided options), based on characteristics found in the music, connection to interest, and purpose or context.	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances. Standing and evaluating h Intermediate - 8th MU:Re7.1.E.8 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. Ilements of music.	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of varied repertoire. HS Proficient MU:Re7.1.E.HSI 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. 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. HS Accomplished MU:Re7.1.E.HSII 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. 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. HS Advanced MU:Re7.1.E.HSIII 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.
Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT ~ Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) and ANALYZE ~ Analyze how the structure and context of varied musical works inform the response.	a. Demonstrate attention to technical accuracy in prepared and/or improvised performances. SS ~ RESPONDING ~ Under understandings, and purposes. Novice - 5th MU:Re7.1.E.5 a. Identify reasons for selecting music (from teacher- or student- provided options), based on characteristics found in the music, connection to interest, and purpose or context. Novice - 5th MU:Re7.2.E.5	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances. Standing and evaluating h Intermediate - 8th MU:Re7.1.E.8 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. Intermediate - 8th MU:Re7.2.E.8	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of varied repertoire. HS Proficient MU:Re7.1.E.HSI 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. HS Proficient MU:Re7.2.E.HSI	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. HS Accomplished MU:Re7.1.E.HSII 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. HS Accomplished MU:Re7.2.E.HSII	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. HS Advanced MU:Re7.1.E.HSIII 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. HS Advanced MU:Re7.2.E.HSIII
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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT ~ Choose music appropriate for a specific purpose or context. • How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) and ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. • How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT ~ Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) at ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. Through their use of elements and structures of music, creators and performers' expressive intent. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT ~ Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) and ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT ~ Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) at ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. Through their use of elements and structures of music, creators and performers' expressive intent. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT ~ Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) ar ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. 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Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. Sonal meaning and extern disciplinary understanding: HS Proficient MU:Cn10.1.E.HSI 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	a. Demonstrate mastery of the technical demands and as 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. HS Accomplished MU:Re7.1.E.HSII 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. HS Accomplished MU:Re7.2.E.HSII a. Explain how the analysis of structures and contexts informs the response to music. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT ~ Choose music appropriate for a specific purpose or context. • How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) and ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. • How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component	Artistic Proces Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT - Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) ar ANALYZE - Analyze how the structure and context of varied musical works inform the response. How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component Essential Questions	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT - Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) an ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component Essential Questions	Artistic Proce Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT - Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) an ANALYZE ~ Analyze how the structure and context of varied musical works inform the response. How does understanding the structure and context of music inform a response? Interpret meaning in artistic work. 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component Essential Questions Anchor Standard 11 Enduring Understanding 11.1 Process Component	Artistic Proces Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT - Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) an ANALYZE ~ Analyze how the structure and context of waried musical works inform the response. How does understanding the structure and context of music inform a response? 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component Essential Questions Anchor Standard 11 Enduring Understanding 11.1 Process Component	Artistic Proces Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT - Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) an ANALYZE ~ Analyze how the structure and context of waried musical works inform the response. How does understanding the structure and context of music inform a response? 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Anchor Standard 7 Enduring Understanding 7.1 Process Component Essential Question Enduring Understanding 7.2 Process Component Essential Question Anchor Standard 8 Enduring Understanding 8.1 Process Component Essential Question Anchor Standard 9 Enduring Understanding 9.1 Process Component Essential Question Anchor Standard 10 Enduring Understanding 10.1 Process Component Essential Questions Anchor Standard 11 Enduring Understanding 11.1 Process Component	Artistic Proces Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, u SELECT - Choose music appropriate for a specific purpose or context. How do individuals choose music to experience? Response to music is informed by analyzing context (social, cultural, and historical) an ANALYZE ~ Analyze how the structure and context of waried musical works inform the response. How does understanding the structure and context of music inform a response? 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