

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	MU:Pr4.1.PK	MU:Pr4.1.K	MU:Pr4.1.1	MU:Pr4.1.2	MU:Pr4.1.3	MU:Pr4.1.4	MU:Pr4.1.5	MU:Pr4.1.6	MU:Pr4.1.7	MU:Pr4.1.8	
Essential Question	<ul style="list-style-type: none"> How do performers select repertoire? 	a. With substantial guidance, demonstrate and state preference for varied musical selections provided by the teacher.	a. With guidance, demonstrate and state <i>personal interest</i> in varied musical selections provided by the teacher.	a. With <i>limited guidance, demonstrate</i> and discuss <i>personal interest in, knowledge of, and purpose</i> of varied musical selections provided by the teacher.	a. Demonstrate and explain personal interest in, knowledge of, and purpose of varied musical selections provided by the teacher.	a. Demonstrate and explain <i>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.</i>	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.	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 their own and others' technical skill.	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.	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 discuss expressive qualities.	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	Intermediate ~ MU:Pr4.1.H.8		
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	MU:Pr4.2.PK	MU:Pr4.2.K	MU:Pr4.2.1	MU:Pr4.2.2	MU:Pr4.2.3	MU:Pr4.2.4	MU:Pr4.2.5	MU:Pr4.2.6	MU:Pr4.2.7	MU:Pr4.2.8	
Essential Question	<ul style="list-style-type: none"> How does understanding the structure and context of musical works inform performance? 	a. With substantial guidance, explore and demonstrate awareness of musical contrasts.	a. With guidance, explore and demonstrate awareness of musical contrasts (such as <i>high/low, loud/soft, same/different</i>) in a variety of music selected for performance.	a. With <i>limited guidance, demonstrate</i> knowledge of music concepts (such as <i>major/minor beat and melodic contour</i>) in music selected for performance.	a. Demonstrate knowledge of music concepts (such as <i>major/minor tonality and meter</i>) in music selected for performance.	a. Demonstrate knowledge of the elements of music (such as <i>rhythm and pitch</i>) in music selected for performance.	a. Demonstrate knowledge of the elements of music (such as <i>rhythm, pitch, and form</i>) in music selected for performance.	a. Demonstrate knowledge of the elements of music (such as <i>rhythm, pitch, form, and harmony</i>) in music selected for performance.	a. Demonstrate knowledge of the elements of music (such as <i>rhythm, pitch, form, and harmony</i>) in music selected for performance.	a. Explain and demonstrate how the structure and the elements of music are used in music selected for performance.	a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	a. Compare the structure of contrasting pieces of music selected for performance , explaining how the elements of music are used in each.
				b. When analyzing selected music, read and perform rhythmic patterns , using iconic or standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform rhythmic and melodic patterns , using iconic or standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform rhythmic and melodic patterns , using standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform , using standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, read and perform , using standard notation , as appropriate to the musical tradition.	b. When analyzing selected music, use <i>grade-level standard notation</i> to read and identify musical symbols and functions, as appropriate to the musical tradition.	b. When analyzing selected music, use <i>grade-level standard notation</i> to read and identify musical symbols and functions, as appropriate to the musical tradition.	b. When analyzing selected music, use <i>grade-level standard notation</i> to read and identify musical symbols and functions, as appropriate to the musical tradition.	b. When analyzing selected music, <i>sight-read</i> , on the staff, simple rhythmic, melodic, and/or harmonic notation , as appropriate to the musical tradition.
						c. Describe how context (such as personal and social) can inform a performance.	c. Explain how context (such as social and cultural) informs a performance.	c. Explain how context (such as social, cultural, and historical) informs performances.	c. Explain how social, cultural, and historical context inform performances.	c. Explain how social, cultural and historical contexts inform performances and result in <i>different musical choices.</i>	c. Explain how social, cultural and historical contexts inform performances and result in <i>different musical interpretations.</i>	c. Explain how social, cultural and historical contexts inform performances and result in <i>different musical interpretations.</i>
								Harmonizing Instruments	Novice ~ MU:Pr4.2.H.5	Intermediate ~ MU:Pr4.2.H.8		
Enduring Understanding 4.3	Performers make interpretive decisions based on their understanding of context and expressive intent.											
Process Component	INTERPRET	MU:Pr4.3.PK	MU:Pr4.3.K	MU:Pr4.3.1	MU:Pr4.3.2	MU:Pr4.3.3	MU:Pr4.3.4	MU:Pr4.3.5	MU:Pr4.3.6	MU:Pr4.3.7	MU:Pr4.3.8	
Essential Question	<ul style="list-style-type: none"> How do performers interpret musical works? 	a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	a. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that explain the creators' expressive intent.	a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	a. Demonstrate knowledge of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	a. Demonstrate and identify the context and how intent is conveyed through expressive qualities (such as dynamics and tempo).	a. Demonstrate and identify the context and how intent is conveyed through interpretive decisions (such as dynamics and tempo).	a. Demonstrate and identify the context and how intent is conveyed through interpretive decisions (such as dynamics and tempo).	a. Demonstrate a selected piece of music that shows how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent and are appropriate to the context.	a. Demonstrate <i>contrasting pieces</i> of music that show their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) that convey intent and are appropriate to the context.	a. Demonstrate <i>contrasting pieces</i> of music that show their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing), and explain how they convey intent and are appropriate to the context.	
								Harmonizing Instruments	Novice ~ MU:Pr4.3.H.5	Intermediate ~ MU:Pr4.3.H.8		
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	MU:Pr5.1.PK	MU:Pr5.1.K	MU:Pr5.1.1	MU:Pr5.1.2	MU:Pr5.1.3	MU:Pr5.1.4	MU:Pr5.1.5	MU:Pr5.1.6	MU:Pr5.1.7	MU:Pr5.1.8	
Essential Questions	<ul style="list-style-type: none"> When is a performance judged ready to present? How do musicians improve the quality of their performance? 	a. With substantial guidance, practice and demonstrate what they like about their own performances.	a. With guidance, apply personal, teacher, and peer feedback to refine performances.	a. With <i>limited guidance, apply</i> personal, teacher, and peer feedback to refine performances.	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	a. Apply established criteria and feedback to evaluate accuracy of performances.	a. Apply established or collaboratively selected criteria and feedback to evaluate accuracy and expressiveness of performances.	a. Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.	a. <i>Discuss and apply</i> established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.	a. Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances.	a. Discuss and apply established, collaboratively developed, and personally developed criteria and feedback to evaluate the accuracy and expressiveness of performances.	
		b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	b. With <i>limited guidance, use</i> suggested strategies in rehearsal to address interpretive challenges of music.	b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	b. Identify and apply appropriate rehearsal strategies and show readiness to present.	b. Identify and apply appropriate rehearsal strategies and show readiness to present.	b. Identify and apply appropriate rehearsal strategies and show readiness to present.	b. Identify and apply appropriate rehearsal strategies and show readiness to present.	b. Identify and apply appropriate rehearsal strategies and show readiness to present.	b. Identify and apply appropriate rehearsal strategies and show readiness to present.	b. Identify and apply appropriate rehearsal strategies and show readiness to present.
		c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.
								Harmonizing Instruments	Novice ~ MU:Pr5.1.H.5	Intermediate ~ MU:Pr5.1.H.8		
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.											
Process Component	PRESENT	MU:Pr6.1.PK	MU:Pr6.1.K	MU:Pr6.1.1	MU:Pr6.1.2	MU:Pr6.1.3	MU:Pr6.1.4	MU:Pr6.1.5	MU:Pr6.1.6	MU:Pr6.1.7	MU:Pr6.1.8	
Essential Questions	<ul style="list-style-type: none"> 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? 	a. With substantial guidance, perform music with expression.	a. With guidance, perform music with expression.	a. With <i>limited guidance, perform</i> music for a specific purpose with expression.	a. Perform music for a specific purpose with expression and technical accuracy.	a. Perform music with expression and technical accuracy.	a. Perform music with expression and technical accuracy.	a. Perform music with expression, technical accuracy, and interpretation.	a. Perform music with <i>stylistic expression, technical accuracy, and interpretation.</i>	a. Perform music with <i>stylistic expression, technical accuracy, and interpretation.</i>	a. Perform music with <i>stylistic expression, technical accuracy, and interpretation.</i>	
		b. Respond appropriately to aural and visual cues.	b. Perform appropriately for the audience.	b. Perform appropriately for the audience and purpose.	b. Perform appropriately for the audience and purpose.	b. Perform appropriately for the audience, venue, and context , demonstrating performance decorum.	b. Perform appropriately for the audience, venue, context, and style, demonstrating performance decorum.	b. Perform appropriately for the audience, venue, context, and style, demonstrating performance decorum.	b. Perform appropriately for the audience, venue, context, and style, demonstrating performance decorum.	b. Perform appropriately for the audience, venue, context, and style, demonstrating performance decorum.	b. Perform appropriately for the audience, venue, context, and style, demonstrating performance decorum.	b. Perform appropriately for the audience, venue, context, and style, demonstrating performance decorum.
			c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.	c. Respond appropriately to aural and visual cues.
								Harmonizing Instruments	Novice ~ MU:Pr6.1.H.5	Intermediate ~ MU:Pr6.1.H.8		