New York State Learning Standards for the ARTS • Music

High School Classroom Music
Composition & Theory, Harmonizing Instruments, Technology

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Cr1.1.C.HSI	a. Generate melodic and rhythmic ideas for improvisations and compositions (such as one-part, cyclical, or binary).	a. Generate melodic, rhythmic, and harmonic ideas for improvisations and compositions (such as binary, rondo, or ternary).	a. Generate melodic, rhythmic, and harmonic ideas for use in moderately complex or complex forms.
Harmonizing Instruments (H)	MU:Cr1.1.H.HSI	a. Generate single-line melodic, and implied harmonic ideas for improvisations and compositions (forms such as theme and variation or 12-bar blues). b. Generate a variety of harmonic patterns using three or more chords for given melodies.	a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (forms such as rounded binary or rondo), improvisation, and accompaniment patterns in a variety of styles.	a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (representing a variety of forms and styles), and improvisations in several different styles. b. Generate stylistically appropriate harmonizations for given melodies.
Technology (T)	MU:Cr1.1.T.HSI	a. Generate melodic, rhythmic, and harmonic for compositions or improvisations, using digital tools.	a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations, using digital tools and digital resources.	a. Generate 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.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Cr2.1.C.HSI	a. Select, develop, and organize melodic and rhythmic ideas in drafts of music with simple forms (such as one-part, cyclical, or binary) and describe their development.	a. Select, develop, and organize melodic, rhythmic, and harmonic ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary) and explain their development.	a. Select, develop, and organize melodic, rhythmic, and harmonic ideas in drafts of music within a variety of moderately complex or complex forms and analyze their development.
Harmonizing Instruments (H)	MU:Cr2.1.H.HSI	a. Select, develop, and use standard notation to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as theme and variation or 12-bar blues), improvisations, and three-or-more-chord accompaniments in a variety of patterns.	a. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, and accompaniment patterns in a variety of styles, and harmonizations for given melodies.	a. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
Technology (T)	MU:Cr2.1.T.HSI	a. Select, develop, and organize melodic, rhythmic, and harmonic ideas in a larger work, using digital and analog tools.	a. Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work that exhibits unity and variety, using digital and analog tools, and digital resources.	a. Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work that exhibits unity and variety, complexity, and coherence, using digital and analog tools, digital resources, and digital systems.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Cr3.1.C.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.	a. Identify, describe, and apply established criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	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.
Harmonizing Instruments (H)	MU:Cr3.1.H.HSI	a. Identify, describe, and apply teacher-provided criteria to assess and refine drafts of compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns.	a. Identify, describe, and apply teacher-provided and/or student-developed criteria to assess and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	a. Research, identify, explain, and apply student-developed criteria to assess and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.
Technology (T)	MU:Cr3.1.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.	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.	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.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Cr3.2.C.HSI	a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent. b. Describe given context and performance medium for presenting personal works, and how they affect the final composition and presentation.	a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music and compositional techniques have been employed to realize expressive intent. b. Describe the selected contexts and performance media for presenting personal works, and explain why they successfully effect the final composition and presentation.	a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music, compositional techniques and processes have been employed to realize expressive intent. b. Describe the variety of possible contexts and media for presenting personal works, and explain and compare how each could affect the success of the final composition and presentation.
Harmonizing Instruments (H)	MU:Cr3.2.H.HSI	a. Perform final versions of compositions (forms such as theme and variation or 12-bar blues), improvisations, and three-or-more-chord accompaniments in a variety of patterns, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	a. Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, and accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	a. Perform final versions of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
Technology (T)	MU:Cr3.2.T.HSI	a. Share compositions or improvisations that demonstrate musical and technological craftsmanship through the use of analog and digital tools.	a. Share compositions and improvisations that demonstrate musical and technological craftsmanship through the use of analog and digital tools, digital resources.	a. Share a collection of musical creations representing varied styles and genres that demonstrates technological craftsmanship through the use of digital and analog tools, digital resources, and digital systems.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Pr4.1.C.HSI	a. 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.	a. 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.	a. 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)	MU:Pr4.1.H.HSI	a. 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 or context of the performance(s).	a. Develop and apply individually developed criteria for selecting a varied repertoire for a program 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).	a. Develop and apply individually developed criteria for selecting a varied repertoire for a program 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)	MU:Pr4.1.T.HSI	a. Select, using teacher-developed criteria, a varied repertoire of music, based on interests, and an understanding of the performer's technical and technological skill.	a. 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.	a. 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.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Pr4.2.C.HSI	a. Describe how structural aspects and the elements of music inform prepared and improvised performances.	a. Explain how structural aspects and the elements of music relate to the style, function, and context and inform prepared and improvised performances.	a. Analyze how the structural aspects, elements of music, and compositional techniques of selected works relate to the style, function, and context and inform prepared and improvised performances.
Harmonizing Instruments (H)	MU:Pr4.2.H.HSI	a. Identify and describe important theoretical and structural characteristics and context in a varied repertoire of music and the implications for prepared and improvised performances.	a. Identify, describe, and demonstrate how theoretical and structural characteristics and context in a varied repertoire of music inform and influence prepared and improvised performances.	a. 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)	MU:Pr4.2.T.HSI	a. Describe how context, theoretical and structural aspects of the music, and digital tools inform prepared and improvised performances.	a. Describe and demonstrate how context, theoretical and structural aspects of the music, and digital tools inform and influence prepared and improvised performances.	a. Examine and critique how context, theoretical and structural aspects of the music, and digital tools inform and influence prepared and improvised 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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Pr4.3.C.HSI	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.	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.	a. Develop interpretations of works, based on an understanding of the use of elements of music (including compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators' intents.
Harmonizing Instruments (H)	MU:Pr4.3.H.HSI	a. Demonstrate how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances.	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.	a. Explain and present interpretations that demonstrate how context and understanding of the creators' intents in a varied repertoire of music, inform and influence prepared or improvised performances and performers' ability to connect with audiences.
Technology (T)	MU:Pr4.3.T.HSI	a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influences prepared or improvised performances.	a. Explain and support how understanding the 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.	a. Explain and present interpretations that demonstrate 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.

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 Question — How do musicians improve the quality of their performance?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Pr5.1.C.HSI	a. Using established criteria and teacher feedback, identify the way(s) in which the elements of music, style, and mood are conveyed in performances. b. Identify and apply strategies for improving the technical and expressive aspects of a work. c. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	a. Using established criteria and teacher or student feedback, identify the ways in which the formal design, style, and historical/cultural context of a work is conveyed in performances. b. Identify and implement strategies for improving the technical and expressive aspects of varied works. c. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	a. Using established criteria and various sources of feedback, identify the ways the formal design, style, historical/cultural context, and compositional techniques of a work is 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 critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
Harmonizing Instruments (H)	MU:Pr5.1.H.HSI	a. Identify and apply established criteria and teacher feedback to critique individual and small group performances of a variety of styles 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.	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.	a. Develop and apply criteria, including feedback from multiple sources, to critique a program of music in contrasting styles that was selected for individual and small group performance. 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.
Technology (T)	MU:Pr5.1.T.HSI	a. Identify and apply established criteria and teacher feedback to improve the technical and expressive aspects of prepared and improvised performances of a variety of music.	a. Identify 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.	a. Develop and apply criteria, including feedback from multiple sources, and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances of a variety of styles of music.

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 (heighten) artistry in a public performance?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Pr6.1.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 future creative effort.	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 future creative efforts.	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)	MU:Pr6.1.H.HSI	a. Perform with expression and technical accuracy, in individual and group performances, a variety of music.	a. Perform with expression and technical accuracy, in individual and group performances, a variety of styles of music.	a. Perform with expression and technical accuracy, in individual and group performances, a program of music of contrasting styles.
Technology (T)	MU:Pr6.1.T.HSI	a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a variety of music.	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.	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.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Re7.1.C.HSI	a. Apply teacher-developed criteria for selecting music for specified purposes, supporting choices by citing characteristics found in the music, and connections to interest, purpose, and context.	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.	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.
Harmonizing Instruments (H)	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.	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.	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.
Technology (T)	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, the digital and electronic aspects, and connections to interest, purpose, and context.	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.	a. Use research to develop personal criteria for selecting, describing, and comparing a variety of programs containing digital and electronic aspects.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Re7.2.C.HSI	a. Analyze notated musical excerpts to determine how the elements of music, context, and purpose inform a response.	a. Analyze aural and notated musical excerpts to determine how the elements of music, context, and purpose inform a response.	a. Analyze aural and notated musical excerpts to determine how the elements of music, and purpose inform a response, and explain how the analysis provides a model for compositional development.
Harmonizing Instruments (H)	MU:Re7.2.H.HSI	a. Compare passages in musical selections and explain how the elements of music, context, and purpose inform a response.	a. Explain how the analysis of the structures and context of contrasting musical selections inform a response.	a. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context and creative decisions inform a response.
Technology (T)	MU:Re7.2.T.HSI	a. Compare passages in musical selections and explain how the elements of music, technological aspects, context, and purpose inform a response.	a. Explain how the analysis of the structures and context of contrasting musical selections informs a response.	a. Demonstrate and justify how the elements of music, technological aspects, context, and purpose of contrasting musical selections informs a response.

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?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Re8.1.C.HSI	a. Develop interpretations of varied works, demonstrating an understanding of composers' intents by citing technical and expressive aspects as well as the style/genre of each work.	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.	a. Explain and support interpretations of varied works, demonstrating understanding of composers' intents by citing structural characteristics of the musical work and comparing and synthesizing varied researched sources, including reference to examples from other art forms.
Harmonizing Instruments (H)	MU:Re8.1.H.HSI	a. Develop an interpretation of the expressive intent of musical selections based on the treatment of the elements of music, structural characteristics, context and purpose.	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.	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.
Technology (T)	MU:Re8.1.T.HSI	a. Develop an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.	a. Explain and support interpretations of the expressive intent of musical selections, citing as evidence the treatment of the elements of music, context, and purpose.	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.

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)?

		HS Proficient	HS Accomplished	HS Advanced
Composition and Theory (C)	MU:Re9.1.C.HSI	a. Identify the effective technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	a. Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.	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.
Harmonizing Instruments (H)	MU:Re9.1.H.HSI	a. Apply established and teacher-provided criteria based on personal preference, based on analysis and context to evaluate individual and small group musical selections for listening.	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.	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.
Technology (T)	MU:Re9.1.T.HSI	a. Evaluate music using criteria, based on analysis, interpretation, digital, and electronic features, and personal interests.	a. Evaluate music using criteria, based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.	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.

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 sentience. 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?

		HS Proficient	HS Accomplished	HS Advanced
All strands share the same Performance Indicators	MU:Cn10.1.C.HSI / MU:Cn10.1.H.HSI / MU:Cn10.1.T.HSI	a. Reflect on past and current musical ideas, people and times that have influenced your journey and accomplishments, and identify topics that you would like to explore.	a. Identify and implement ways to serve others, and describe the effects of the experience.	a. 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.

Enduring Understanding 11.1 — CREATING ~ Relate musical ideas and works to varied contexts and daily life to deepen our knowledge of ideas, informs our understanding of context, and helps us envision the future.

Process Component — INTERRELATE ~ Relate musical ideas and works to varied contexts and daily life to deepen our 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?

		HS Proficient	HS Accomplished	HS Advanced
All strands share the same Performance Indicators	MU:Cn11.1.C.HSI / MU:Cn11.1.H.HSI / MU:Cn11.1.T.HSI	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 functions 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 society, and identify the factors that made their contributions possible. 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 to, support of, or participation in a 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.

PRESENT • PERFORM • PRODUCE

Together we • Create • Present • Perform • Respond • Connect