



Music Standards Grades P-12

MUSIC													
<i>Artistic Process</i> Creating					<i>Anchor Standard 1</i> Generate and conceptualize artistic ideas and work.								
<i>Enduring Understanding</i> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.					<i>Essential Question</i> How do musicians generate creative ideas?								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.				I:3-5:1: Conceptualize and generate musical ideas for an artistic purpose and context, using appropriate technology as available.			I:6-8:1: Conceptualize and generate musical works, within a variety of forms, for given contexts and artistic purposes, using appropriate technology as available.			I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology.			
<i>Expectations</i>													
E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available.				E:3-5:1: With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available.			E:6-8:1: Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.			E:9-12:1: As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.			
E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.				E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.			E:6-8:2: Create music with advancing melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.			E:9-12:2: Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available.			



MUSIC												
<i>Artistic Process</i> Creating						<i>Anchor Standard 2</i> Organize and develop artistic ideas and work.						
<i>Enduring Understanding</i> Musicians' creative choices are influenced by their expertise, context, and expressive intent.						<i>Essential Question</i> How do musicians make creative decisions?						
Exposure		Exploration				Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:2: Select, discuss, and document musical ideas.				I:3-5:1: Select, present, explain, and document musical choices with connections to purpose and context.			I:6-8:1: Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.			I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.		
<i>Expectations</i>												
E:P-2:1: With teacher guidance, use standard and/or iconic notation or recording technology to create and document personal musical ideas.				E:3-5:1: With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document personal musical ideas. Clearly communicate creative choices.			E:6-8:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas. Craft a composer's statement that clearly summarizes and supports creative and conceptual choices.			E:9-12:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer's statement that clearly summarizes and supports creative and conceptual choices.		



MUSIC

State Standards

MUSIC												
<i>Artistic Process</i> Creating					<i>Anchor Standard 3</i> Refine and complete artistic work.							
<i>Enduring Understanding</i> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of creation and communication.					<i>Essential Question</i> How do musicians improve the quality of their creative work? When is creative work ready to share?							
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Apply feedback to develop and refine personal musical ideas.				I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.			I:6-8:1: Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.			I:9-12:1: Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.		
I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.				I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.			I:6-8:2: Support rationale for refinements to personal musical ideas based on feedback from multiple sources.			I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.		
							I:6-8:3: Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose.			I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.		
<i>Expectations</i>												
E:P-2:1: Refine personal musical ideas in response to feedback.				E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.			E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.			E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.		
E:P-2:2: Present a classroom version, incorporating refinements, and demonstrate artistic purpose, using appropriate technology as available.				E:3-5:2: Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available.			E:6-8:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.			E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.		
							E:6-8:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.			E:9-12:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.		



MUSIC

State Standards

MUSIC												
Artistic Process Presenting					Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.							
Enduring Understanding Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire. Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.					Essential Question How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?							
Exposure			Exploration		Enrichment			Excellence		Entrepreneurship		
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Describe personal preferences when making musical selections from a variety of contexts.				I:3-5:1: Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill.			I:6-8:1: Apply criteria to determine the selection of music for performance based on purpose, context, technical skill, and artistic qualities.			I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities.		
I:P-2:2: Make appropriate performance choices according to context.				I:3-5:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.			I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.			I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.		
I:P-2:3: Demonstrate artistic qualities in performing musical ideas.				I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.			I:6-8:3: Describe and explain how intent is communicated through interpretation, including expressive aspects and musical elements.			I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.		
I:P-2:4: Read and perform from iconic or standard notation.				I:3-5:4: Read and perform from iconic and/or standard notation.			I:6-8:4: Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems.			I:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.		
Expectations												
E:P-2:1: With teacher guidance, select a piece of music to read and perform, considering creative intent.				E:3-5:1: With teacher guidance, select a piece of music to read, analyze, and perform with attention to context and creative intent. Justify and support performance decisions.			E:6-8:1: With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions.			E:9-12:1: As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions.		
E:P-2:2: Demonstrate knowledge of musical contexts when describing choices of music selected for performance.				E:3-5:2: Demonstrate an understanding of musical contexts when describing choices of music selected for performance.			E:6-8:2: Explain and compare the use of musical contexts in describing choices of music selected for performance.			E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.		
E:P-2:3: Demonstrate awareness of artistic qualities when performing musical ideas.				E:3-5:3: Demonstrate and explain artistic qualities when performing musical ideas.			E:6-8:3: Support and justify the use of artistic qualities when interpreting music for performance.			E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.		
E:P-2:4: Read iconic or standard notation in preparing for performance.				E:3-5:4: Read iconic and/or standard notation in performance of musical ideas.			E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.			E:9-12:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts.		



MUSIC													
Artistic Process Presenting					Anchor Standard 5 Develop and refine artistic work for presentation.								
Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.					Essential Question How do musicians improve the quality of their performance?								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Apply feedback to rehearse and refine performance.				I:3-5:1: Identify and apply appropriate feedback to rehearse and refine performance.			I:6-8:1: Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of performance.			I:9-12:1: Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles.			
Expectations													
E:P-2:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to address performance suggestions.				E:3-5:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to improve performance quality, technical accuracy and artistic purpose.			E:6-8:1: With limited teacher guidance, identify and apply collaboratively developed criteria to explore multiple ideas during the rehearsal process, in order to improve performance quality, technical accuracy and artistic purpose.			E:9-12:1: As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy and artistic purpose.			
E:P-2:2: Apply feedback to improve and refine music in rehearsal.				E:3-5:2: Apply feedback to improve and refine music in rehearsal.			E:6-8:2: Apply feedback to improve and refine music in rehearsal.			E:9-12:2: Apply feedback to improve and refine music in rehearsal.			
							E:6-8:3: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.			E:9-12:3: As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.			



MUSIC

State Standards

MUSIC													
<i>Artistic Process</i> Presenting					<i>Anchor Standard 6</i> Convey meaning through the presentation of artistic work.								
<i>Enduring Understanding</i> Musicians judge performance based on criteria that vary across time, place, and cultures.					<i>Essential Question</i> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?								
Exposure			Exploration		Enrichment			Excellence		Entrepreneurship			
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Communicate purpose through music performance.				I:3-5:1: Communicate purpose through music performance, paying attention to accuracy and interpretation.			I:6-8:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer's intent.			I:9-12:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, composer's intent, and cultural authenticity.			
I:P-2:2: Perform appropriately for audience and purpose.				I:3-5:2: Perform appropriately for audience and purpose.			I:6-8:2: Demonstrate performance decorum appropriate to the context.			I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.			
<i>Expectations</i>													
E:P-2:1: Perform varied examples of music with artistic purpose.				E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.			E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.			E:9-12:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery.			
E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.				E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.			E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			E:9-12:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			
E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.				E:3-5:3: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.			E:6-8:3: Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.			E:9-12:3: Choose a varied repertoire of music for performance by applying knowledge of time, place, and culture and determine readiness of music for public performance.			



MUSIC												
Artistic Process Responding				Anchor Standard 7 Perceive and analyze artistic work.								
Enduring Understanding Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.				Essential Question How do individuals choose music to experience?								
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Select music and describe how personal interests and experiences influence musical choice.				I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.			I:6-8:1: Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.			I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.		
I:P-2:2: Describe how musical concepts and contrasts may be used for specific purposes.				I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).			I:6-8:2: Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces.			I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.		
Expectations												
E:P-2:1: When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose.				E:3-5:1: Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice.			E:6-8:1: Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.			E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.		
E:P-2:2: In response to teacher prompts, describe the use of musical elements and contexts.				E:3-5:2: With limited guidance, communicate clearly the importance of structure, musical elements, and context.			E:6-8:2: With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.			E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.		



MUSIC													
Artistic Process Responding					Anchor Standard 8 Interpret intent and meaning in artistic work.								
Enduring Understanding Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.					Essential Question How do we discern the musical creators' and performers' expressive intent?								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent.				I:3-5:1: Summarize and explain how artistic qualities are used in musicians' interpretations.			I:6-8:1: Describe and support personal interpretations of music and analyze how use of musical elements, attention to context, and artistic qualities convey intent.			I:9-12:1: Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, compositional techniques, and research.			
Expectations													
E:P-2:1: When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent.				E:3-5:1: When listening to music, communicate clearly how the use of musical elements and performance choices might create the intended effect.			E:6-8:1: When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.			E:9-12:1: Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices.			
										E:9-12:2: Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.			



MUSIC												
Artistic Process Responding						Anchor Standard 9 Apply criteria to evaluate artistic work.						
Enduring Understanding The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.						Essential Question How do we judge the quality of musical work(s) and performance(s)?						
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Apply personal and artistic preferences when evaluating music, using appropriate musical vocabulary.				I:3-5:1: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.			I:6-8:1: Describe and support personal evaluation of musical works or performances based on existing or developed criteria, using appropriate musical vocabulary.			I:9-12:1: Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary.		
Expectations												
E:P-2:1: Clearly communicate preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary.				E:3-5:1: Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary.			E:6-8:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.			E:9-12:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to self-developed criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.		
E:P-2:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.				E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.			E:6-8:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.			E:9-12:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.		
E:P-2:3: Compare musical elements from two or more contrasting selections of music.				E:3-5:3: Compare and document musical elements from two or more contrasting selections of music.			E:6-8:3: Compare and contrast musical elements from two or more selections of music.			E:9-12:3: Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music.		



MUSIC													
Artistic Process Connecting					Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.								
Enduring Understanding Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.					Essential Question How do musicians make meaningful connections to creating, performing, and responding?								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music.				I:3-5:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.			I:6-8:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.			I:9-12:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.			
Expectations													
E:P-2:1: Identify personal and creative preferences in creating, performing, and responding to music.				E:3-5:1: Identify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.			E:6-8:1: Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.			E:9-12:1: Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.			
E:P-2:2: Identify and document ways to make music outside of school and/or music class, including after-school programs and extracurricular opportunities.				E:3-5:2: Identify and document the benefits of, and opportunities for, making music both inside and outside of school and/or music class, including after-school programs and extracurricular opportunities.			E:6-8:2: Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after-school programs, community music-making, and extracurricular opportunities.			E:9-12:2: Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment, including after-school programs, community music-making, and extracurricular opportunities.			



MUSIC													
Artistic Process Connecting					Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.								
Enduring Understanding Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.					Essential Question How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?								
Exposure			Exploration		Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Describe how music can be a part of personal daily life experiences.				I:3-5:1: Describe and justify how music is a form of personal communication and expression.			I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.			I:9-12:1: Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and research.			
I:P-2:2: Describe the role of music in other people's daily lives.				I:3-5:2: Describe and explain factors that impact the role of music in the lives of people.			I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.			I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.			
I:P-2:3: Describe the relationships of music to other arts subjects in school.				I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.			I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.			I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.			
Expectations													
E:P-2:1: With teacher guidance, connect music to personal experience through creating, performing, or responding to music.				E:3-5:1: With limited guidance, connect music to personal experience through creating, performing, or responding to music.			E:6-8:1: With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.			E:9-12:1: As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music.			
E:P-2:2: With teacher guidance, connect music to other people's personal experiences when creating, performing, or responding to music.				E:3-5:2: With limited guidance, connect music to other people's personal experiences when creating, performing, or responding to music.			E:6-8:2: With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music.			E:9-12:2: As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music.			
E:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.				E:3-5:3: With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.			E:6-8:3: With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.			E:9-12:3: As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music.			
E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.				E:3-5:4: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.			E:6-8:4: Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.			E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.			



Music Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Question

How do musicians generate creative ideas?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.

Expectations

E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available.

E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Question

How do musicians make creative decisions?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Select, discuss, and document musical ideas.

Expectations

E:P-2:1: With teacher guidance, use standard and/or iconic notation or recording technology to create and document personal musical ideas.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

Musicians' presentation of creative work is the culmination of creation and communication.

Essential Question

How do musicians improve the quality of their creative work?

When is creative work ready to share?

PK

K

1

2

Indicators

I:P-2:1: Apply feedback to develop and refine personal musical ideas.

I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.

Expectations

E:P-2:1: Refine personal musical ideas in response to feedback.

E:P-2:2: Present a classroom version, incorporating refinements, and demonstrate artistic purpose, using appropriate technology as available.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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

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

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

Essential Question

How do performers select repertoire?

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

How do performers interpret musical works?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Describe personal preferences when making musical selections from a variety of contexts.

I:P-2:2: Make appropriate performance choices according to context.

I:P-2:3: Demonstrate artistic qualities in performing musical ideas.

I:P-2:4: Read and perform from iconic or standard notation.

Expectations

E:P-2:1: With teacher guidance, select a piece of music to read and perform, considering creative intent.

E:P-2:2: Demonstrate knowledge of musical contexts when describing choices of music selected for performance.

E:P-2:3: Demonstrate awareness of artistic qualities when performing musical ideas.

E:P-2:4: Read iconic or standard notation in preparing for performance.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their performance?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Apply feedback to rehearse and refine performance.

Expectations

E:P-2:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to address performance suggestions.

E:P-2:2: Apply feedback to improve and refine music in rehearsal.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Communicate purpose through music performance.

I:P-2:2: Perform appropriately for audience and purpose.

Expectations

E:P-2:1: Perform varied examples of music with artistic purpose.

E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.

E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

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

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

Essential Question

How do individuals choose music to experience?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Select music and describe how personal interests and experiences influence musical choice.

Expectations

E:P-2:1: When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose.

E:P-2:1: In response to teacher prompts, describe the use of musical elements and contexts.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent.

Expectations

E:P-2:1: When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

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

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Apply personal and artistic preferences when evaluating music, using appropriate musical vocabulary.

Expectations

E:P-2:1: Clearly communicate preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary.

E:P-2:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:P-2:3: Compare musical elements from two or more contrasting selections of music.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to creating, performing, and responding?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music.

Expectations

E:P-2:1: Identify personal and creative preferences in creating, performing, and responding to music.

I:P-2:2: Identify and document ways to make music outside of school and/or music class, including after-school programs and extracurricular opportunities.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Describe how music can be a part of personal daily life experiences.

I:P-2:2: Describe the role of music in other people’s daily lives.

I:P-2:3: Describe the relationships of music to other arts subjects in school.

Expectations

E:P-2:1: With teacher guidance, connect music to personal experience through creating, performing, or responding to music.

E:P-2:2: With teacher guidance, connect music to other people’s personal experiences when creating, performing, or responding to music.

E:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.



Music Standards Grades 3-5
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Question

How do musicians generate creative ideas?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Conceptualize and generate musical ideas for an artistic purpose and context, using appropriate technology as available.

Expectations

E:3-5:1: With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available.

E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Question

How do musicians make creative decisions?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Select, present, explain, and document musical choices with connections to purpose and context.

Expectations

E:3-5:1: With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document personal musical ideas. Clearly communicate creative choices.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

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

Essential Question

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.

I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.

Expectations

E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

E:3-5:2: Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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

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

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

Essential Question How do performers select repertoire?

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

How do performers interpret musical works?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill.

I:3-5:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.

I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.

I:3-5:4: Read and perform from iconic and/or standard notation.

Expectations

E:3-5:1: With teacher guidance, select a piece of music to read, analyze, and perform with attention to context and creative intent. Justify and support performance decisions.

E:3-5:2: Demonstrate an understanding of musical contexts when describing choices of music selected for performance.

E:3-5:3: Demonstrate and explain artistic qualities when performing musical ideas.

E:3-5:4: Read iconic and/or standard notation in performance of musical ideas.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their performance?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Identify and apply appropriate feedback to rehearse and refine performance.

Expectations

E:3-5:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to improve performance quality, technical accuracy, and artistic purpose.

E:3-5:2: Apply feedback to improve and refine music in rehearsal.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Communicate purpose through music performance, paying attention to accuracy and interpretation.

I:3-5:2: Perform appropriately for audience and purpose.

Expectations

E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.

E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.

E:3-5:3: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

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

Essential Question

How do individuals choose music to experience?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.

I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).

Expectations

E:3-5:1: Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice.

E:3-5:2: With limited guidance, communicate clearly the importance of structure, musical elements, and context.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Summarize and explain how artistic qualities are used in musicians' interpretations.

Expectations

E:3-5:1: When listening to music, communicate clearly how the use of musical elements and performance choices might create the intended effect.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

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

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.

Expectations

E:3-5:1: Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary.

E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:3-5:3: Compare and document musical elements from two or more contrasting selections of music.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to creating, performing, and responding?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

Expectations

E:3-5:1: Identify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:3-5:2: Identify and document the benefits of, and opportunities for, making music both inside and outside of school and/or music class, including after-school programs and extracurricular opportunities.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Describe and justify how music is a form of personal communication and expression.

I:3-5:2: Describe and explain factors that impact the role of music in the lives of people.

I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.

Expectations

E:3-5:1: With limited guidance, connect music to personal experience through creating, performing, or responding to music.

E:3-5:2: With limited guidance, connect music to other people’s personal experiences when creating, performing, or responding to music.

E:3-5:3: With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:3-5:4: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Music Standards Grades 6-8
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Question

How do musicians generate creative ideas?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Conceptualize and generate musical works, within a variety of forms, for given contexts and artistic purposes, using appropriate technology as available.

Expectations

E:6-8:1: Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.

E:6-8:2: Create music with advancing melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Question

How do musicians make creative decisions?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.

Expectations

E:6-8:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas. Craft a composer’s statement that clearly summarizes and supports creative and conceptual choices.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

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

Essential Question

How do musicians improve the quality of their creative work?

When is creative work ready to share?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.

I:6-8:2: Support rationale for refinements to personal musical ideas based on feedback from multiple sources.

I:6-8:3: Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose.

Expectations

E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

E:6-8:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.

E:6-8:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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

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

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

Essential Question

How do performers select repertoire?

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

How do performers interpret musical works?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Apply criteria to determine the selection of music for performance based on purpose, context, technical skill, and artistic qualities.

I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.

I:6-8:3: Describe and explain how intent is communicated through interpretation, including expressive aspects and musical elements.

I:6-8:4: Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems.

Expectations

E:6-8:1: With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions.

E:6-8:2: Explain and compare the use of musical contexts in describing choices of music selected for performance.

E:6-8:3: Support and justify the use of artistic qualities when interpreting music for performance.

E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their performance?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of performance.

Expectations

E:6-8:1: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

E:6-8:2: Apply feedback to improve and refine music in rehearsal.

E:6-8:3: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer’s intent.

I:6-8:2: Demonstrate performance decorum appropriate to the context.

Expectations

E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.

E:6-8:3: Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

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

Essential Question

How do individuals choose music to experience?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.

I:6-8:2: Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces.

Expectations

E:6-8:1: Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.

E:6-8:2: With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Describe and support personal interpretations of music and analyze how use of musical elements, attention to context, and artistic qualities convey intent.

Expectations

E:6-8:1: When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

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

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Describe and support personal evaluation of musical works or performances based on existing or developed criteria, using appropriate musical vocabulary.

Expectations

E:6-8:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.

E:6-8:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:6-8:3: Compare and contrast musical elements from two or more selections of music.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to creating, performing, and responding?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

Expectations

E:6-8:1: Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:6-8:2: Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after-school programs, community music-making, and extracurricular opportunities.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.

I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.

I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.

Expectations

E:6-8:1: With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.

E:6-8:2: With increasing independence, connect music to other people’s personal life experiences, when creating, performing, or responding to music.

E:6-8:3: With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:6-8:4: Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Music Standards Grades 9-12
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Enduring Understanding

Essential Question

Creating

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

How do musicians generate creative ideas?

Excellence	Entrepreneurship
------------	------------------

High School Proficient	High School Accomplished	High School Advanced
------------------------	--------------------------	----------------------

Indicators

I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology.

Expectations

E:9-12:1: As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.

E:9-12:2: Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Question

How do musicians make creative decisions?

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.

Expectations

E:9-12:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer’s statement that clearly summarizes and supports creative and conceptual choices.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

Musicians' presentation of creative work is the culmination of creation and communication.

Essential Question

How do musicians improve the quality of their creative work?

When is creative work ready to share?

	Excellence	Entrepreneurship
--	------------	------------------

High School Proficient	High School Accomplished	High School Advanced
------------------------	--------------------------	----------------------

Indicators

I:9-12:1: Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.

I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.

I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.

Expectations

E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.

E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.

E:9-12:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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

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

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

Essential Question

How do performers select repertoire?

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

How do performers interpret musical works?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities.

I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.

I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.

I:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.

Expectations

E:9-12:1: As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions.

E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.

E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.

E:9-12:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their performance?

	Excellence	Entrepreneurship
--	------------	------------------

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles.

Expectations

E:9-12:1: As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy and artistic purpose.

E:9-12:2: Apply feedback to improve and refine music in rehearsal.

E:9-12:3: As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Excellence	Entrepreneurship
------------	------------------

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, composer’s intent, and cultural authenticity.

I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.

Expectations

E:9-12:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery.

E:9-12:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.

E:9-12:3: Choose a varied repertoire of music for performance by applying knowledge of time, place, and culture and determine readiness of music for public performance.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

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

Essential Question

How do individuals choose music to experience?

Excellence	Entrepreneurship
------------	------------------

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.

I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.

Expectations

E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.

E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Excellence	Entrepreneurship
------------	------------------

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, compositional techniques, and research.

Expectations

E:9-12:1: Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices.

E:9-12:2: Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

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

Essential Question

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

Excellence	Entrepreneurship
------------	------------------

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary.

Expectations

E:9-12:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to self-developed criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.

E:9-12:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:9-12:3: Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to creating, performing, and responding?

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

Expectations

E:9-12:1: Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:9-12:2: Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment, including after-school programs, community music-making, and extracurricular opportunities.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Excellence	Entrepreneurship
------------	------------------

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and research.

I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.

I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

Expectations

E:9-12:1: As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music.

E:9-12:2: As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music.

E:9-12:3: As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.



Glossary of Music Terminology

Analyze

Examine in detail the structure and context of the music.

Context

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

Craftsmanship

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

Criteria

Guidelines used to judge the quality of a student's performance.

Demonstrate

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

Dynamics

Level or range of loudness of a sound or sounds.

Explore

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

Expressive Qualities

Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity. Qualities that



convey feeling in the presentation of musical ideas.

Imagine

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced.

Improvisation/Improvise

Music created and performed spontaneously or “in-the-moment,” often within a framework determined by the musical style.

Intent

Meaning or feeling of the music planned and conveyed by a creator or performer.

Interpret/Interpretation

Determine and demonstrate music’s expressive intent and meaning when responding and performing.

Inventive singing

Singing with sounds and words that have no real meaning.

Musical idea

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

Musical contrasts

A [compositional](#) device which has come to be one of the principal properties of good [music](#). A variety of contrast(s) such as [tempo](#) (contrasting fast to slow), [dynamics](#) (contrasting loud to soft), and tempo (contrasting fast and slow) is essential to good [composition](#). Contrast is a means to maintain listener interest.



Perform

Share work with others in a formal manner after practice/rehearsal.

Plan

Select and develop musical ideas for creating a musical work.

Purpose

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

Present

Share work with others such as teacher or peers in an informal manner, may be improvised.

Refine

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

Select

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

Steady Beat

The constant repeating pulse in music.

Structure

Totality of a musical work.



Tempo/Tempi

Rate or speed of the beat in a musical work or performance.

Vocalizing

Vocal exercises/singing with no text using one or more vowel sounds.

Sources

National Core Art Standards Glossary-Music:

<http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%20for%20Music%20Standards%20-%20new%20copyright%20info.pdf>

OnMusic Dictionary:

<http://dictionary.onmusic.org>