

# Kansas State Music Standards

## Ensembles

**Standard 1: Creating** – Conceiving and developing new artistic ideas and work.

**Process Component Cr.1: Imagine** – *Generate musical ideas for various purposes and contexts.*

**Process Component Cr.2: Plan and Make** – *Select and develop musical ideas for defined purposes and contexts.*

**Process Component Cr.3: Evaluate and Refine** – *Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.*

**Process Component Cr.4: Present** – *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*

**Standard 2: Performing** – Realizing artistic ideas and work through interpretation and presentation.

**Process Component Pr.1: Select** – *Select varied musical work to present based on interest, knowledge, technical skill, and context.*

**Process Component Pr.2: Analyze** – *Analyze the structure and context of varied musical works and their implication for performance.*

**Process Component Pr.3: Interpret** – *Develop personal interpretations that consider creators' intent.*

**Process Component Pr.4: Rehearse, Evaluate, and Refine** – *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

**Process Component Pr.5: Present** – *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

**Standard 3: Responding** – Understanding and evaluating how the arts convey meaning.

**Process Component Re.1: Select** – *Choose music appropriate for a specific purpose or context.*

**Process Component Re.2: Analyze** – *Analyze how the structure and context of varied musical works inform the response.*

**Process Component Re.3: Interpret** – *Support interpretations of musical works that reflect creators'/performers' expressive intent.*

**Process Component Re.4: Evaluate** – *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

**Standard 1: Creating – Conceiving and developing new artistic ideas and work.  
Ensembles**

**Process Component Cr.1: Imagine - Generate musical ideas for various purposes and contexts.**

**Connect: Relate musical ideas and works with varied context to deepen understanding.**

**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?

**Performance Indicators –**

- ***Bold italics*** represent what is new beyond the earlier level

**Novice** .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.  
**Intermediate** .....Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.  
**Proficient** .....Five or more years of study in addition to general music.  
**Accomplished** .....Proficiency exceeding average performance proficiency for high school study.  
**Advanced** .....Preparing for collegiate study in music.

**Instructional Learning Opportunities**

The Student Will:

- Experiment with a variety of instruments, vocal genres, and other sound sources.
- Improvise simple rhythmic and melodic variations on a given melody using pentatonic, major and minor keys.
- Improvise original melodies over given chord progressions each in a consistent style, meter, and tonality.
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Novice	<b>Cr.1.N Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</b>
Intermediate	<b>Cr.1.I Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</b>
Proficient	<b>Cr.1.P Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.</b>
Accomplished	<b>Cr.1.Ac Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.</b>
Advanced	<b>Cr.1.Ad Compose and improvise musical ideas for a variety of purposes and contexts.</b>



**Fine Arts Anchor 1: Generate and conceptualize artistic ideas and work.**

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Fine Arts Anchor 2: Organize and develop artistic ideas and work.

<b>Standard 1: Creating – Conceiving and developing new artistic ideas and work.</b> <b>Ensembles</b>	
<b>Process Component Cr.2: Plan and Make - Select and develop musical ideas for defined purposes and contexts.</b>	
<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>Essential Question:</b> How do musicians make creative decisions?	
Performance Indicators –	Instructional Learning Opportunities
<ul style="list-style-type: none"> <li><b>Bold italics</b> represent what is new beyond the earlier level</li> </ul>	
<b>Novice</b> ..... <i>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</i> <b>Intermediate</b> ..... <i>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</i> <b>Proficient</b> ..... <i>Five or more years of study in addition to general music.</i> <b>Accomplished</b> ..... <i>Proficiency exceeding average performance proficiency for high school study.</i> <b>Advanced</b> ..... <i>Preparing for collegiate study in music.</i>	
<b>Novice</b>	<b>Cr.2.N</b> <i>Select and develop draft melodic and rhythmic ideas or motives</i> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.
<b>Intermediate</b>	<b>Cr.2.I</b> Select and develop draft melodies and rhythmic <b>passages</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.
<b>Proficient</b>	<b>Cr.2.P</b> Select and develop draft melodies, rhythmic passages, <i>and arrangements</i> for specific purposes that demonstrate understanding of characteristic(s) of music <b>from a variety of historical periods</b> studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.
<b>Accomplished</b>	<b>Cr.2.Ac</b> Select and develop arrangements, <b>sections, and short compositions</b> for specific purposes that demonstrate understanding of characteristic(s) of music from a <b>variety of cultures</b> studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.
<b>Advanced</b>	<b>Cr.2.Ad</b> Select and develop composed and improvised ideas into draft <b>musical works</b> organized for a <b>variety of purposes and contexts</b> preserving draft compositions and improvisations through standard notation and audio recording.
The Student Will: <ul style="list-style-type: none"> <li>Create an original work and cites examples that influenced her/his artistic/creative processes and organizational principles, lists or identifies attributes of the artistic/creative processes, and organizational principles in a given art form.</li> <li>Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional uses of the sound sources.               <ul style="list-style-type: none"> <li>The student composes music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.</li> <li>The student composes music, demonstrating imagination and technical skill in applying the principles of composition.</li> <li>The student arranges pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.</li> </ul> </li> <li>Improvise a stylistically appropriate harmonizing part.</li> <li>Improvise simple rhythmic and melodic variations on a given melody using pentatonic, major and minor keys.</li> <li>Identify and explain compositional devices and techniques used to provide tension and release in a musical work and gives examples of other pieces that use these devices and techniques.</li> </ul>	

**Standard 1: Creating – Conceiving and developing new artistic ideas and work.  
Ensembles**

**Process Component Cr.3: Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.**

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  
**Essential Question:** How do musicians improve the quality of their creative work?

**Performance Indicators –**

- ***Bold italics*** represent what is new beyond the earlier level

**Instructional Learning Opportunities**

**Novice** ..... *Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.*  
**Intermediate** ..... *Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.*  
**Proficient** ..... *Five or more years of study in addition to general music.*  
**Accomplished** ..... *Proficiency exceeding average performance proficiency for high school study.*  
**Advanced** ..... *Preparing for collegiate study in music.*

The Student Will:

- Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of compositions, arrangements, and improvisations and applies the criteria in her/his personal creation of music.
- Evaluate a composition, arrangement, or improvisation by comparing it to similar or exemplary models.
- Use self and peer feedback to refine and improve compositions, improvisations, or arrangements in preparation for performance.

Novice	<b>Cr.3.N</b> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and <b><i>teacher-provided criteria</i></b> .
Intermediate	<b>Cr.3.I</b> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and <b><i>collaboratively-developed criteria</i></b> .
Proficient	<b>Cr.3.P</b> Evaluate and refine draft melodies, rhythmic passages, <b><i>arrangements</i></b> , and improvisations based on <b><i>established criteria, including the extent to which they address identified purposes</i></b> .
Accomplished	<b>Cr.3.Ac</b> Evaluate and refine draft arrangements, <b><i>sections, short compositions</i></b> , and improvisations based on <b><i>personally-developed criteria</i></b> , including the extent to which they address identified purposes.
Advanced	<b>Cr.3.Ad</b> Evaluate and refine varied draft <b><i>musical works</i></b> based on <i>appropriate</i> criteria, <b><i>including the extent to which they address identified purposes and contexts</i></b> .

School Program Designed Curriculum and Student Learning Assessments



Fine Arts Anchor 3: Refine and complete artistic work.

**Standard 1: Creating – Conceiving and developing new artistic ideas and work.**  
**Ensembles**

**Process Component Cr.4: Present** - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Connect:** Synthesize and relate knowledge and personal experiences to make music.

**Connect:** Relate musical ideas and works with varied context to deepen understanding.

**Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.

**Essential Question:** When is creative work ready to share?

**Performance Indicators –**

- ***Bold italics*** represent what is new beyond the earlier level

**Novice** .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.  
**Intermediate** .....Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.  
**Proficient** .....Five or more years of study in addition to general music.  
**Accomplished** .....Proficiency exceeding average performance proficiency for high school study.  
**Advanced** .....Preparing for collegiate study in music.

**Instructional Learning Opportunities**

The Student Will:

- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
- Perform (or have others perform) his/her composition demonstrating craftsmanship and originality.

Novice	<b>Cr.4.N</b> Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Intermediate	<b>Cr.4.I</b> Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Proficient	<b>Cr.4.P</b> Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.
Accomplished	<b>Cr.4.Ac</b> Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.
Advanced	<b>Cr.4.Ad</b> Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.



Fine Arts Anchor 3: Refine and complete artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.**  
**Ensembles**

**Process Component Pr.1: Select** - *Select varied musical works to present based on interest, knowledge, technical skill, and context.*  
**Connect:** *Synthesize and relate knowledge and personal experiences to make music.*

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.  
**Essential Question:** How do performers select repertoire?

**Performance Indicators –**  
 • ***Bold italics*** represent what is new beyond the earlier level

**Novice** ..... *Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.*  
**Intermediate** ..... *Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.*  
**Proficient** ..... *Five or more years of study in addition to general music.*  
**Accomplished** ..... *Proficiency exceeding average performance proficiency for high school study.*  
**Advanced** ..... *Preparing for collegiate study in music.*

**Instructional Learning Opportunities**

The Student Will:

- Demonstrate extensive knowledge of the technical vocabulary of music.
- Classify by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explains the reasoning behind her/his classification.
- Describe traditional musical elements: form, melody, rhythm, harmony, style, timbre, and expression when reading an instrumental or vocal score.

Novice	<b>Pr.1.N</b> Select varied repertoire to study based on <b><i>interest, music reading skills</i></b> (where appropriate), an <b><i>understanding of the structure</i></b> of the music, <b><i>context</i></b> , and the <b><i>technical skill</i></b> of the individual or ensemble.
Intermediate	<b>Pr.1.I</b> Select a varied repertoire to study based on music reading skills (where appropriate), an <b><i>understanding of formal design</i></b> in the music, context, and the technical skill of the individual and ensemble.
Proficient	<b>Pr.1.P</b> <b><i>Explain the criteria</i></b> used to select a varied repertoire to study based on an <b><i>understanding of theoretical and structural characteristics</i></b> of the music, the technical skill of the individual or ensemble, and the <b><i>purpose or context of the performance</i></b> .
Accomplished	<b>Pr.1.Ac</b> <b><i>Develop and apply criteria</i></b> to select a varied repertoire to study and <b><i>perform</i></b> based on an understanding of theoretical and structural characteristics and <b><i>expressive challenges</i></b> in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
Advanced	<b>Pr.1.Ad</b> Develop and apply <b><i>criteria</i></b> to select <b><i>varied programs</i></b> to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.



The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.**  
**Ensembles**

**Process Component Pr.2: Analyze - Analyze the structure and context of varied musical works and their implications for performance.**

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.  
**Essential Question:** How does understanding the structure and context of musical works inform performance?

Performance Indicators –		Instructional Learning Opportunities
<ul style="list-style-type: none"> <li><b><i>Bold italics</i></b> represent what is new beyond the earlier level</li> </ul>		
<p><b>Novice</b> .....<i>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</i></p> <p><b>Intermediate</b> .....<i>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</i></p> <p><b>Proficient</b> .....<i>Five or more years of study in addition to general music.</i></p> <p><b>Accomplished</b> .....<i>Proficiency exceeding average performance proficiency for high school study.</i></p> <p><b>Advanced</b> .....<i>Preparing for collegiate study in music.</i></p>		<p>The Student Will:</p> <ul style="list-style-type: none"> <li>Identify and explain the stylistic features of a given musical work and its relationship to historical and cultural content.</li> <li>Identify and describe music genres or styles that show the influence of two or more cultural traditions, identifies the cultural source of each influence, and traces the historical conditions that produced the synthesis of influences.</li> <li>Based on prior knowledge, analyzes the stylistic features of a given musical work.</li> <li>Research the historical and/or cultural content of the musical work.</li> <li>Demonstrate the ability to read (sight-read) accurately and expressively through performance and by describe how the elements of music are used.</li> <li>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and gives examples of other works that make similar uses of these devices and techniques.</li> <li>Demonstrate extensive knowledge of vocabulary unique to appropriate literature.</li> <li>Interpret nonstandard notation symbols used by some 20<sup>th</sup> and 21<sup>st</sup> century composers.</li> </ul>
Novice	<b>Pr.2.N Demonstrate</b> , using music reading skills where appropriate, how <b>knowledge of formal aspects</b> in musical works inform prepared or improvised performances.	
Intermediate	<b>Pr.2.I Demonstrate</b> , using music reading skills where appropriate, <i>how the <b>setting and formal characteristics</b> of musical works contribute to understanding the <b>context</b> of the music in</i> prepared or improvised performances.	
Proficient	<b>Pr.2.P Demonstrate</b> , using music reading skills where appropriate, <i>how <b>compositional devices employed and theoretical and structural aspects</b> of musical works <b>impact and inform</b></i> prepared or improvised performances.	
Accomplished	<b>Pr.2.Ac Document</b> and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works <b>may impact</b> and inform prepared and improvised performances.	
Advanced	<b>Pr.2.Ad Examine, evaluate, and critique</b> , using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.	



**Fine Arts Anchor 4: Select, analyze, and interpret artistic work for presentation.**

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.



**Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.**  
**Ensembles**

**Process Component Pr.3: Interpret - Develop personal interpretations that consider creators' intent.**  
**Connect: Synthesize and relate knowledge and personal experiences to make music.**

**Enduring Understanding:** Performers make interpretive decisions based on their understating of context and expressive intent.  
**Essential Question:** How do performers interpret musical works?

Performance Indicators –		Instructional Learning Opportunities
<ul style="list-style-type: none"> <li><b>Bold italics</b> represent what is new beyond the earlier level</li> </ul>		<p>The Student Will:</p> <ul style="list-style-type: none"> <li>Explain how the stylistic features define the aesthetic value of the musical work.</li> <li>Explain and cite examples of how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts.</li> <li>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.</li> <li>Develop an ever increasingly complex set of criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and/or improvisations.</li> <li>Use techniques required for the expressive and accurate performance of literature in a classroom setting.</li> </ul>
<p><b>Novice</b> .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</p> <p><b>Intermediate</b> .....Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</p> <p><b>Proficient</b> .....Five or more years of study in addition to general music.</p> <p><b>Accomplished</b> .....Proficiency exceeding average performance proficiency for high school study.</p> <p><b>Advanced</b> .....Preparing for collegiate study in music.</p>		
Novice	<b>Pr.3.N Identify expressive qualities</b> in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	
Intermediate	<b>Pr.3.I Demonstrate understanding and application</b> of expressive qualities in a varied repertoire of music through prepared and improvised performances.	
Proficient	<b>Pr.3.P Demonstrate an understanding of context</b> in a varied repertoire of music through prepared and improvised performances.	
Accomplished	<b>Pr.3.Ac Demonstrate how understanding the style, genre, and context</b> of a varied repertoire of music <i>influences</i> prepared and improvised performances as <b>well as performers' technical skill to connect with the audience.</b>	
Advanced	<b>Pr.3.Ad Demonstrate how understanding the style, genre, and context</b> of a varied repertoire of music <i>informs</i> prepared and improvised performances as well as performers' technical skill to connect with the audience.	

**Fine Arts Anchor 4: Select, analyze, and interpret artistic work for presentation.**

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.



**Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.**  
**Ensembles**

**Process Component Pr.4: Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

**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?

**Performance Indicators –**

- ***Bold italics*** represent what is new beyond the earlier level

**Novice** ..... *Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.*  
**Intermediate** ..... *Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.*  
**Proficient** ..... *Five or more years of study in addition to general music.*  
**Accomplished** ..... *Proficiency exceeding average performance proficiency for high school study.*  
**Advanced** ..... *Preparing for collegiate study in music.*

**Instructional Learning Opportunities**

The Student Will:

- Rehearse in small ensembles with one student on a part.
- Evaluate a performance by comparing it to similar or exemplary models.
- Apply an ever increasingly complex set of criteria for making informed critical evaluations regarding personal participation in music.
- Create and implement effective rehearsal planning techniques that enhance ensemble performance.

Novice	<b>Pr.4.N Use self-reflection and peer feedback to refine</b> individual and ensemble performances of a varied repertoire of music.
Intermediate	<b>Pr.4.I Develop strategies to address technical challenges</b> in a varied repertoire of music and <b>evaluate their success</b> using feedback from ensemble peers and other sources to refine performances.
Proficient	<b>Pr.4.P</b> Develop strategies to address <b>expressive challenges</b> in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	<b>Pr.4.Ac</b> Develop and <b>apply appropriate rehearsal strategies to address individual and ensemble challenges</b> in a varied repertoire of music, and evaluate their success.
Advanced	<b>Pr.4.Ad</b> Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.



Fine Arts Anchor 6: Convey meaning through the presentation of artistic work.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.	
Ensembles	
<p><b>Process Component Pr.5: Present</b> - <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p style="text-align: center;"><b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	
<p><b>Enduring Understanding:</b> 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.</p> <p style="text-align: center;"><b>Essential Question:</b> How do musicians improve the quality of their performance?</p>	
Performance Indicators –	Instructional Learning Opportunities
<ul style="list-style-type: none"> <li><b>Bold italics</b> represent what is new beyond the earlier level</li> </ul>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>Participates in a music ensemble or class and will sight-read, accurately and expressively, music with an appropriate level of difficulty demonstrating well-developed ensemble skills.</li> <li>Perform accurately and with good breath control, expression and technical accuracy, alone and in small and large ensembles.</li> <li>Perform a variety of repertoire in various keys, meters, and genres, alone and with a group becoming increasingly accurate in rhythm and pitch.</li> <li>Sing music written in four parts, with and without accompaniment.</li> <li>Perform in small ensembles with one student on a part.</li> <li>Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</li> </ul>
<p><b>Novice</b> .....<i>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</i></p> <p><b>Intermediate</b> .....<i>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</i></p> <p><b>Proficient</b> .....<i>Five or more years of study in addition to general music.</i></p> <p><b>Accomplished</b> .....<i>Proficiency exceeding average performance proficiency for high school study.</i></p> <p><b>Advanced</b> .....<i>Preparing for collegiate study in music.</i></p>	
<p><b>Novice</b></p> <p><b>Pr.5.N.a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised performances of a varied repertoire of music.</p> <p><b>Pr.5.N.b</b> Demonstrate an <b>awareness of the context</b> of the music through prepared and improvised performances.</p>	
<p><b>Intermediate</b></p> <p><b>Pr.5.I.a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing <b>diverse cultures and styles</b>.</p> <p><b>Pr.5.I.b</b> Demonstrate an <b>understanding of the context</b> of the music through prepared and improvised performances.</p>	
<p><b>Proficient</b></p> <p><b>Pr.5.P.a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, <b>and genres</b>.</p> <p><b>Pr.5.P.b</b> Demonstrate an understanding of <b>expressive intent by connecting with an audience</b> through prepared and improvised performances.</p>	
<p><b>Accomplished</b></p> <p><b>Pr.5.Ac.a</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and <b>historical periods</b>.</p> <p><b>Pr.5.Ac.b</b> Demonstrate an understanding of <b>intent as a means</b> for connecting with an audience through prepared and improvised performances.</p>	
<p><b>Advanced</b></p> <p><b>Pr.5.Ad.a</b> Demonstrate an <b>understanding and mastery</b> of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods <b>in multiple types of ensembles</b>.</p> <p><b>Pr.5.Ad.b</b> Demonstrate an <b>ability to connect with audience members before and during the process of engaging with and responding to them</b> through prepared and improvised performances.</p>	

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 3: RESPONDING - Understanding and evaluating how the arts convey meaning.**

**Ensembles**

**Process Component Re.1: Select - Choose music appropriate for a specific purpose or context.**

**Connect: Synthesize and relate knowledge and personal experiences to make music.**

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

**Essential Question:** How do individuals choose music to experience?

**Performance Indicators –**

- ***Bold italics*** represent what is new beyond the earlier level

**Instructional Learning Opportunities**

**Novice** .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.  
**Intermediate** .....Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.  
**Proficient** .....Five or more years of study in addition to general music.  
**Accomplished** .....Proficiency exceeding average performance proficiency for high school study.  
**Advanced** .....Preparing for collegiate study in music.

- The Student Will:
- Classify examples of music by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explains the reasoning behind her/his classification.
  - Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
  - Recall the various roles of musicians and how they function in each role and describes their activities and achievements.
  - Compare characteristics of two or more arts, within a particular historical period or style, and cite examples from various cultures.

Novice	<b>Re.1.N Identify reasons</b> for selecting music <b>based on</b> characteristics found in the music, <b>connection to interest, and purpose or context.</b>
Intermediate	<b>Re.1.I Explain</b> reasons for selecting music <b>citing</b> characteristics found in the music and connections to interest, purpose, and context.
Proficient	<b>Re.1.P Apply criteria</b> to select music <b>for specified purposes, supporting choices</b> by citing characteristics found in the music and connections to interest, purpose, and context.
Accomplished	<b>Re.1.Ac</b> Apply criteria to select music for a <b>variety of purposes, justifying choices citing knowledge of the music and the specified</b> purpose and context.
Advanced	<b>Re.1.Ad Use research and personally-developed criteria to justify choices</b> made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.



**Fine Arts Anchor 7: Perceive and analyze artistic work.**

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 3: RESPONDING - Understanding and evaluating how the arts convey meaning.  
Ensembles**

**Process Component Re.2: Analyze** - Analyze how the structure and context of varied musical works inform the response.

**Enduring Understanding:** 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 does understanding the structure and context of music inform a response?

<b>Performance Indicators –</b> • <b><i>Bold italics</i></b> represent what is new beyond the earlier level		<b>Instructional Learning Opportunities</b>
<p><b>Novice</b> ..... <i>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</i></p> <p><b>Intermediate</b> ..... <i>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</i></p> <p><b>Proficient</b> ..... <i>Five or more years of study in addition to general music.</i></p> <p><b>Accomplished</b> ..... <i>Proficiency exceeding average performance proficiency for high school study.</i></p> <p><b>Advanced</b> ..... <i>Preparing for collegiate study in music.</i></p>		<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Explain and cite examples of how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts.</li> <li>• List and compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.</li> <li>• Explain how the roles of creator, performer, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.</li> <li>• Identify and describe music genres or styles that show the influence of two or more cultural sources.</li> <li>• Compares and contrast artistic/creative processes and organizational principles of two or more art forms from given historical periods.</li> <li>• Identify, compare, and contrast the artistic/creative processes and organizational principles of two or more art forms.</li> <li>• Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.</li> <li>• Describe, classify, and analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</li> </ul>
Novice	<b>Re.2.N</b> Identify how knowledge of <b>context</b> and the <b>use of repetition, similarities, and contrasts</b> inform the response to music.	
Intermediate	<b>Re.2.I</b> Describe how <b>understanding</b> context and the way the <b>elements of music are manipulated</b> inform the response to music.	
Proficient	<b>Re.2.P</b> Explain how the <b>analysis</b> of passages and understanding the way the <b>elements of music</b> are manipulated inform the response to music.	
Accomplished	<b>Re.2.Ac</b> Explain how the analysis of <b>structures and contexts</b> inform the response to music.	
Advanced	<b>Re.2.Ad</b> <b>Demonstrate and justify</b> how the analysis of structures, contexts, and <b>performance decisions</b> inform the response to music.	



**Fine Arts Anchor 7: Perceive and analyze artistic work.**

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Fine Arts Anchor 8: Interpret intent and meaning in artistic work.

Standard 3: RESPONDING - Understanding and evaluating how the arts convey meaning.		
Ensembles		
Process Component Re.3: Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.		
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?		
Performance Indicators –	Instructional Learning Opportunities	
<ul style="list-style-type: none"> <li><b>Bold italics</b> represent what is new beyond the earlier level</li> </ul>		
<p><b>Novice</b> .....Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.</p> <p><b>Intermediate</b> .....Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.</p> <p><b>Proficient</b> .....Five or more years of study in addition to general music.</p> <p><b>Accomplished</b> .....Proficiency exceeding average performance proficiency for high school study.</p> <p><b>Advanced</b> .....Preparing for collegiate study in music.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>Explain and cite examples of how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts.</li> <li>List and compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.</li> <li>Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.</li> <li>Identify and describe music genres or styles that show the influence of two or more cultural sources.</li> <li>Compare and contrast artistic/creative processes and organizational principles of two or more art forms from given historical periods.</li> <li>Identify, compare, and contrast the artistic/creative processes and organizational principles of two or more art forms.</li> <li>Explain ways in which the principles and subject matter of various disciplines outside the arts interrelated with those of music.</li> <li>Describe, classify, and analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</li> </ul>	
Novice		<b>Re.3.N Identify interpretations of the expressive intent and meaning of musical works</b> , referring to the <b>elements of music, contexts</b> , and (when appropriate) the <b>setting of the text</b> .
Intermediate		<b>Re.3.I Identify and support interpretations</b> of the expressive intent and meaning of musical works, <b>citing as evidence the treatment</b> of the elements of music, contexts, and (when appropriate) the setting of the text.
Proficient		<b>Re.3.P Explain</b> and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and <b>personal research</b> .
Accomplished		<b>Re.3.Ac Support</b> interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and <b>varied researched sources</b> .
Advanced		<b>Re.3.Ad Justify</b> interpretations of the expressive intent and meaning of musical works by <i>comparing and synthesizing</i> varied researched sources, <b>including reference to other art forms</b> .



School Program Designed Curriculum and Student Learning Assessments

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 3: RESPONDING - Understanding and evaluating how the arts convey meaning.**

**Ensembles**

**Process Component Re.4: Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**

**Connect:** *Relate musical ideas and works with varied context to deepen understanding.*

**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?*

**Performance Indicators –**

- ***Bold italics*** represent what is new beyond the earlier level

**Instructional Learning Opportunities**

**Novice** ..... *Beginning or an equivalent to 2 years of study in an ensemble in addition to general music.*  
**Intermediate** ..... *Middle level or an equivalent to 4 years of study in an ensemble in addition to general music.*  
**Proficient** ..... *Five or more years of study in addition to general music.*  
**Accomplished** ..... *Proficiency exceeding average performance proficiency for high school study.*  
**Advanced** ..... *Preparing for collegiate study in music.*

The Student Will:

- Identify, respond to, and evaluate the unique attributes (artistic processes and organizational principles) of an artwork from a given historical period or from a given culture.
- Evaluate the effectiveness of the interrelationships between creators, performers, and others involved in a production or presentation of the arts.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
- Use specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and applies the criteria in her/his personal participation in music.
- Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.

Novice	<b>Re.4.N Identify and describe</b> the effect of interest, experience, analysis, and context on the evaluation of music.
Intermediate	<b>Re.4.I Explain the influence of experiences,</b> analysis, and context on interest in and evaluation of music.
Proficient	<b>Re.4.P Evaluate works and performances based on personally- or collaboratively-developed criteria,</b> including analysis of the structure and context.
Accomplished	<b>Re.4.Ac Evaluate works and performances based on research</b> as well as personally- and collaboratively-developed criteria, including analysis and <b>interpretation</b> of the structure and context.
Advanced	<b>Re.4.Ad Develop and justify</b> evaluations of music, programs of music, and performances based on criteria, <b>personal decision-making,</b> research, and understanding of contexts.



School Program Designed Curriculum and Student Learning Assessments