

# CREATING

## Imagine

*Generate musical ideas for various purposes and contexts.*

Common Anchor #1	<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.				<b>Essential Question:</b> How do musicians generate creative ideas?
	Novice	Intermediate	Proficient	Accomplished	Advanced
	<b>MU:Cr1.1.H.5a</b> Generate melodic, rhythmic, and harmonic ideas for simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	<b>MU:Cr1.1.H.8a</b> Generate melodic, rhythmic, and harmonic ideas for <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three-chord accompaniments for given melodies.	<b>MU:Cr1.1.H.1a</b> Generate melodic, rhythmic, and harmonic ideas for <b>improvisations, compositions</b> ( <i>forms such as <b>theme and variation</b> or 12-bar blues</i> ), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, <b>down-up strumming</b> , and <b>Travis picking</b> ).	<b>MU:Cr1.1.H.1a</b> Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> ( <i>forms such as rounded <b>binary</b> or <b>rondo</b></i> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	<b>MU:Cr1.1.H.1a</b> Generate melodic, rhythmic, and harmonic ideas for a collection of <b>compositions</b> ( <i>representing a variety of <b>forms</b> and <b>styles</b></i> ), <b>improvisations</b> in several different styles, and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .

## Plan and Make

*Select and develop musical ideas for defined purposes and contexts.*

Common Anchor #2	<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?
	Novice	Intermediate	Proficient	Accomplished	Advanced
	<b>MU:Cr2.1.H.5a</b> Select, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	<b>MU:Cr2.1.H.8a</b> Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three-chord accompaniments for given melodies.	<b>MU:Cr2.1.H.1a</b> Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>improvisations, compositions</b> ( <i>forms such as <b>theme and variation</b> or 12-bar blues</i> ), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, <b>down-up strumming</b> , and <b>Travis picking</b> ).	<b>MU:Cr2.1.H.1a</b> Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> ( <i>forms such as rounded <b>binary</b> or <b>rondo</b></i> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	<b>MU:Cr2.1.H.1a</b> Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> ( <i>representing a variety of <b>forms</b> and <b>styles</b></i> ), <b>improvisations</b> in several different styles, and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .

## 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?

Common Anchor #3	Novice	Intermediate	Proficient	Accomplished	Advanced
	<b>MU:Cr3.1.H.5a</b> Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	<b>MU:Cr3.1.H.8a</b> Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three-chord accompaniments for given melodies.	<b>MU:Cr3.1.H.1a</b> Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>improvisations, compositions</b> ( <b>forms</b> such as <b>theme and variation</b> or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, <b>down-up strumming</b> , and <b>Travis picking</b> ).	<b>MU:Cr3.1.H.1a</b> Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	<b>MU:Cr3.1.H.1a</b> Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> ( <i>representing a variety of <b>forms</b> and <b>styles</b></i> ), <b>improvisations</b> in a variety of <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .
	Present				
	<i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>				
	<b>Enduring Understanding:</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.			<b>Essential Question:</b> When is creative work ready to share?	
	Novice	Intermediate	Proficient	Accomplished	Advanced
	<b>MU:Cr3.2.H.5a</b> <b>Share</b> final versions of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	<b>MU:Cr3.2.H.8a</b> <b>Share</b> final versions of <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	<b>MU:Cr3.2.H.1a</b> <b>Perform</b> final versions of <b>improvisations, compositions</b> ( <b>forms</b> such as <b>theme and variation</b> or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, <b>down-up strumming</b> , and <b>Travis picking</b> ), demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	<b>MU:Cr3.2.H.1a</b> <b>Perform</b> final versions of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	<b>MU:Cr3.2.H.1a</b> <b>Perform</b> final versions of a collection of <b>compositions</b> ( <i>representing a variety of <b>forms</b> and <b>styles</b></i> ), <b>improvisations</b> in several different <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .

# PERFORMING

## Select

Select varied musical works to present based on interest, knowledge, technical skill, and context.

**Enduring Understanding:** Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

Novice	Intermediate	Proficient	Accomplished	Advanced
<b>MU:Pr4.1.H.5a</b> Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> , as well as the <b>context</b> of the <b>performances</b> .	<b>MU:Pr4.1.H.8a</b> Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> (citing <b>technical challenges</b> that need to be addressed), as well as the <b>context</b> of the <b>performances</b> .	<b>MU:Pr4.1.H.1a</b> Explain the <b>criteria</b> used when selecting a varied <b>repertoire</b> of music for individual or small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, <b>down-up strumming</b> , and <b>Travis picking</b> ).	<b>MU:Pr4.1.H.1a</b> Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> .	<b>MU:Pr4.1.H.1a</b> Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> for a <b>program</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>stylistically appropriate accompaniments</b> , and <b>improvisations</b> in a variety of contrasting <b>styles</b> .

## 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?

Novice	Intermediate	Proficient	Accomplished	Advanced
<b>MU:Pr4.2.H.5a</b> Identify prominent melodic and harmonic characteristics in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	<b>MU:Pr4.2.H.8a</b> Identify prominent melodic, harmonic, and <b>structural</b> characteristics and <b>context</b> ( <b>social, cultural, or historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	<b>MU:Pr4.2.H.1a</b> Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social, cultural, or historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, <b>down-up strumming</b> , and <b>Travis picking</b> ).	<b>MU:Pr4.2.H.1a</b> Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social, cultural, and historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> .	<b>MU:Pr4.2.H.1a</b> Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social, cultural, and historical</b> ) in a varied <b>repertoire</b> of music selected for <b>performance programs</b> that includes <b>melodies</b> , repertoire pieces, <b>stylistically appropriate accompaniments</b> , and <b>improvisations</b> in a variety of contrasting <b>styles</b> .

Common Anchor #4

Interpret					
Develop personal interpretations that consider creators' intent.					
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.				Essential Question: How do performers interpret musical works?	
Novice		Intermediate	Proficient	Accomplished	Advanced
MU:Pr4.3.H.5a Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.		MU:Pr4.3.H.8a Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> ( <b>social, cultural, or historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.1a Describe in <b>interpretations</b> the <b>context</b> ( <b>social, cultural, or historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a <i>variety of patterns</i> (such as <b>arpeggio</b> , <b>down-up strumming</b> , and <b>Travis picking</b> ).	MU:Pr4.3.H.1a Explain in <b>interpretations</b> the <b>context</b> ( <b>social, cultural, and historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a <i>variety of styles</i> .	MU:Pr4.3.H.1a Explain and <i>present</i> <b>interpretations</b> that demonstrate and describe the <b>context</b> ( <b>social, cultural, and historical</b> ) and an <i>understanding of the creator's intent in repertoire</i> for varied <b>programs</b> of music that include <b>melodies</b> , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and <b>improvisations</b> in a variety of contrasting <b>styles</b> .
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?	
Novice		Intermediate	Proficient	Accomplished	Advanced
Common Anchor #5	MU:Pr5.1.H.5a Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.8a Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and <i>identify</i> practice strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> to critique individual <i>and small group performances</i> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns</i> (such as <b>arpeggio</b> , <b>down-up strumming</b> , and <b>Travis picking</b> ), and <i>create rehearsal strategies</i> to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a <i>variety of styles</i> , and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> , including <i>feedback from multiple sources</i> , to critique varied <b>programs</b> of music <b>repertoire</b> ( <b>melodies</b> , repertoire pieces, <i>stylistically appropriate</i> accompaniments, <b>improvisations</b> <i>in a variety of contrasting styles</i> ) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.

## Present

*Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

### Enduring Understanding:

Musicians judge performance based on criteria that vary across time, place, and cultures.  
The context and how a work is presented influence the audience response.

### 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?

	Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #6	<b>MU:Pr6.1.H.5a Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the <b>context</b> .	<b>MU:Pr6.1.H.8a Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments, demonstrating <i>sensitivity</i> to the audience and an <i>understanding of the context</i> ( <b>social, cultural, or historical</b> ).	<b>MU:Pr6.1.H.1a Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and <i>small group performances</i> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns</i> (such as <b>arpeggio</b> , <b>down-up strumming</b> , and <b>Travis picking</b> ), demonstrating sensitivity to the audience and an understanding of the <b>context</b> ( <b>social, cultural, or historical</b> ).	<b>MU:Pr6.1.H.1a Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the <b>context</b> ( <b>social, cultural, and historical</b> ).	<b>MU:Pr6.1.H.1a Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> for <b>programs</b> of music that includes <b>melodies</b> , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and <b>improvisations</b> <i>in a variety of contrasting styles</i> , demonstrating sensitivity to the audience and an understanding of the <b>context</b> ( <b>social, cultural, and historical</b> ).

# RESPONDING

## Select

*Choose music appropriate for a specific purpose or context.*

**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?

Novice

Intermediate

Proficient

Accomplished

Advanced

**MU:Re7.1.H.5a** Demonstrate and describe reasons for selecting music, based on characteristics found in the music and **connections** to interest, **purpose**, or personal experience.

**MU:Re7.1.H.8a** Explain reasons for selecting music *citing* characteristics found in the music and **connections** to interest, **purpose**, and context.

**MU:Re7.1.H.1a** Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.

**MU:Re7.1.H.1a** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified **purpose** and **context**.

**MU:Re7.1.H.1a** Select, describe, and compare a variety of individual and small group musical **programs** from varied **cultures**, **genres**, and **historical periods**.

## 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 creator(s) or performer(s) manipulate the elements of music.

**Essential Question:** How does understanding the structure and context of music inform a response?

Novice

Intermediate

Proficient

Accomplished

Advanced

**MU:Re7.2.H.5a** Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the **context** (**social** or **cultural**) inform the response.

**MU:Re7.2.H.8a** Describe how the way that the **elements of music** are manipulated and knowledge of the **context** (**social** and **cultural**) inform the response.

**MU:Re7.2.H.1a** Compare passages in musical selections and explain how the **elements of music** and **context** (**social**, **cultural**, or **historical**) inform the response.

**MU:Re7.2.H.1a** Explain how the **analysis** of the **structures** and **context** (**social**, **cultural**, and **historical**) of contrasting musical selections inform the response.

**MU:Re7.2.H.1a** Demonstrate and justify how the **structural** characteristics function within a variety of musical selections, and distinguish how **context** (**social**, **cultural**, and **historical**) and creative decisions inform the response.

Common Anchor #7



## 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?

	Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #8	<b>MU:Re8.1.H.5a</b> Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, referring to the <b>elements of music, context</b> ( <b>personal</b> or <b>social</b> ), and (when appropriate) the <b>setting of the text</b> .	<b>MU:Re8.1.H.8a</b> Identify and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, <i>citing as evidence the treatment of the <b>elements of music, context</b>, and (when appropriate) the <b>setting of the text</b>.</i>	<b>MU:Re8.1.H.1a</b> <i>Explain</i> and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music, context</b> ( <b>personal, social, and cultural</b> ), and (when appropriate) the <b>setting of the text</b> , and outside sources.	<b>MU:Re8.1.H.1a</b> Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music, context</b> ( <b>personal, social, and cultural</b> ), and (when appropriate) the <b>setting of the text</b> , and varied researched sources.	<b>MU:Re8.1.H.1a</b> <i>Establish and justify</i> <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections by comparing and synthesizing varied researched sources, <i>including reference to examples from other art forms</i> .

## Evaluate

*Support their personal evaluation of musical work(s) and performance(s) based on analysis, interpretation, and established criteria.*

**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)?

	Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #9	<b>MU:Re9.1.H.5a</b> Identify and describe how interest, experiences, and <b>contexts</b> ( <b>personal</b> or <b>social</b> ) effect the evaluation of music.	<b>MU:Re9.1.H.8a</b> <i>Explain the influence of experiences and <b>contexts</b> (<b>personal, social, or cultural</b>) on interest in and the evaluation of a varied <b>repertoire</b> of music.</i>	<b>MU:Re9.1.H.1a</b> <i>Develop and apply <b>teacher-provided</b> and <b>established criteria</b> based on personal preference, <b>analysis</b>, and <b>context</b> (<b>personal, social, and cultural</b>) to evaluate individual and small group musical selections for listening.</i>	<b>MU:Re9.1.H.1a</b> Apply <b>personally-developed</b> and <b>established criteria</b> based on research, personal preference, <b>analysis, interpretation, expressive intent, and musical qualities</b> to evaluate contrasting individual and small group musical selections for listening.	<b>MU:Re9.1.H.1a</b> <i>Develop and justify</i> evaluations of a variety of individual and small group musical selections for listening based on <b>personally-developed</b> and <b>established criteria</b> , <i>personal decision making, and knowledge and understanding of <b>context</b>.</i>

# CONNECTING

## Connect #10

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

**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?

	Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #10	<p><b>MU:Cn10.0.H.5a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.H.5a</b> <b>Share</b> final versions of simple <b>melodies</b> (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b>.</p> <p><b>MU:Pr4.1.H.5a</b> Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skills</b>, as well as the <b>context</b> of the <b>performances</b>.</p> <p><b>MU:Re7.1.H.5a</b> Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, or experiences.</p>	<p><b>MU:Cn10.0.H.8a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.H.8a</b> <b>Share</b> final versions of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b>) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b>.</p> <p><b>MU:Pr4.1.H.8a</b> Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skills</b> (citing <b>technical challenges</b> that need to be addressed), as well as the <b>context</b> of the <b>performances</b>.</p> <p><b>MU:Re7.1.H.8a</b> Cite reasons for how the musical selections use the <b>elements of music</b> and make connections to specific interests, <b>purposes</b>, and experiences.</p>	<p><b>MU:Cn10.0.H.1a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.H.1a</b> <b>Perform</b> final versions of <b>improvisations, compositions (forms</b> such as <b>theme and variation</b> or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating <b>technical skills</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b>.</p> <p><b>MU:Pr4.1.H.1a</b> Explain the <b>criteria</b> used when selecting a varied <b>repertoire</b> of music, based on personal interest and <b>technical skills</b> for individual or small group <b>performances</b> that include <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</p> <p><b>MU:Re7.1.H.1a</b> Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</p>	<p><b>MU:Cn10.0.H.11a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.H.11a</b> <b>Perform</b> final versions of <b>compositions (forms</b> such as rounded <b>binary</b> or <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of styles, and <b>harmonizations</b> for given <b>melodies</b>, demonstrating <b>technical skills</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b>.</p> <p><b>MU:Pr4.1.H.11a</b> Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music, based on personal interest and <b>technical skills</b> for individual and small group <b>performances</b> that include <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.</p>	<p><b>MU:Cn10.0.H.111a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.H.111a</b> <b>Perform</b> final versions of a collection of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b>), <b>improvisations</b> in several different styles, and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b>, demonstrating <b>technical skills</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b>.</p> <p><b>MU:Pr4.1.H.111a</b> Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for a <b>program</b> of music, based on personal interest and <b>technical skills</b>, for individual and small group <b>performances</b> that include <b>melodies</b>, repertoire pieces, stylistically appropriate accompaniments, and <b>improvisations</b> in several different <b>styles</b>.</p>



**Connect #11**

*Relate musical ideas and works with varied 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?

	Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #11	<p><b>MU:Cn11.0.T.5a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p><b>MU:Pr4.3.H.5a</b> Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> and <b>expressive intent</b> in a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, and chordal accompaniments selected for <b>performance</b>.</p> <p><b>MU:Re7.2.H.5a</b> Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the <b>context</b> (<b>social</b> or <b>cultural</b>) influence the response.</p> <p><b>MU:Re9.1.H.5a</b> Identify and describe how interest, experiences and <b>contexts</b> (<b>personal</b> or <b>social</b>) effect the evaluation of music.</p>	<p><b>MU:Cn11.0.T.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p><b>MU:Pr4.3.H.8a</b> Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> (<b>social, cultural, or historical</b>) and <b>expressive intent</b> in a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, and chordal accompaniments selected for <b>performance</b>.</p> <p><b>MU:Re7.2.H.8a</b> Describe how the way that the <b>elements of music</b> are manipulated and knowledge of the <b>context</b> (<b>social</b> and <b>cultural</b>) influence the response.</p> <p><b>MU:Re9.1.H.8a</b> Explain the influence of experiences and <b>contexts</b> (<b>personal, social, or cultural</b>) on interest in and the evaluation of a varied <b>repertoire</b> of music.</p>	<p><b>MU:Cn11.0.T.1a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p><b>MU:Pr4.3.H.1a</b> Describe in <b>interpretations</b> the <b>context</b> (<b>social, cultural, or historical</b>) and <b>expressive intent</b> in a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a <i>variety of patterns</i> (such as arpeggio, country and gallop strumming, finger picking patterns) selected for <b>performance</b>.</p> <p><b>MU:Re7.2.H.1a</b> Compare passages in musical selections and explain how the <b>elements of music</b> and <b>context</b> (<b>social, cultural, or historical</b>) influence the response.</p> <p><b>MU:Re9.1.H.1a</b> Develop and apply <b>teacher-provided</b> and <b>established criteria</b> based on <i>personal preference, analysis, and context</i> (<b>personal, social, and cultural</b>) to evaluate <i>individual and small group musical selections for listening</i>.</p>	<p><b>MU:Cn11.0.T.1a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p><b>MU:Pr4.3.H.1a</b> Explain in <b>interpretations</b> the <b>context</b> (<b>social, cultural, and historical</b>) and <b>expressive intent</b> in a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a <i>variety of styles</i> selected for <b>performance</b>.</p> <p><b>MU:Re7.2.H.1a</b> Explain how the <b>analysis</b> of the <b>structures</b> and <b>context</b> (<b>social, cultural, and historical</b>) from <i>contrasting</i> musical selections influence the response.</p> <p><b>MU:Re9.1.H.1a</b> Apply <b>personally-developed</b> and <b>established criteria</b> based on research, personal preference, <b>analysis, interpretation, expressive intent, and musical qualities</b> to evaluate <i>contrasting</i> individual and small group musical selections for listening.</p>	<p><b>MU:Cn11.0.T.1a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p><b>MU:Pr4.3.H.1a</b> Explain and <i>present</i> <b>interpretations</b> that demonstrate and describe the <b>context</b> (<b>social, cultural, and historical</b>) and an <i>understanding</i> of the <i>creator's intent</i> in varied <b>repertoire</b> for a <b>program</b> of music that includes <b>melodies</b>, repertoire pieces, <i>stylistically appropriate</i> accompaniments, and <b>improvisations</b> in <i>several different styles</i>.</p> <p><b>MU:Re7.2.H.1a</b> Demonstrate and justify how the <b>structural</b> characteristics function within a <i>variety</i> of musical selections, and distinguish how <b>context</b> (<b>social, cultural, and historical</b>) and <i>creative decisions</i> influence the response.</p> <p><b>MU:Re9.1.H.1a</b> Develop and justify evaluations of a variety of individual and small group musical selections for listening based on <b>personally-developed</b> and <b>established criteria</b>, <i>personal decision making, and knowledge and understanding of context</i>.</p>