

Music: Ensembles: Grades 9, 10, 11, 12

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

1. Imagine: Generate musical ideas for various purposes and contexts **CR.1**

- N.** Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. **CR.1.N**
- I.** Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. **CR.1.I**
- 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. **CR.1.P**
- 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. **CR.1.AC**
- Ad.** Compose and improvise musical ideas for a variety of purposes and contexts. **CR.1.AD**

2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. **CR.2**

- N.** Select and develop draft melodic and rhythmic ideas or motives 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. **CR.2.N**
- I.** Select and develop draft melodies and rhythmic passages 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. **CR.2.I**
- P.** Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording. **CR.2.P**
- Ac.** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording. **CR.2.AC**

- Ad. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts preserving draft compositions and improvisations through standard notation and audio recording. CR.2.AD
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3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. CR.3

- N. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. CR.3.N
 - I. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. CR.3.I
 - P. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. CR.3.P
 - Ac. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes. CR.3.AC
 - Ad. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. CR.3.AD
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4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4

- N. 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. CR.4.N
 - I. Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. CR.4.I
 - P. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes. CR.4.P
 - Ac. Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes. CR.4.AC
 - Ad. Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. CR.4.AD
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Performing – Realizing artistic ideas and work through interpretation and presentation.

1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1

- N. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. PR.1.N
- I. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. PR.1.I

- P. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. PR.1.P
 - Ac. Develop and apply criteria to select a varied repertoire 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. PR.1.AC
 - Ad. Develop and apply criteria to select varied programs 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. PR.1.AD
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2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2

- N. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. PR.2.N
 - I. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. PR.2.I
 - P. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. PR.2.P
 - Ac. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. PR.2.AC
 - Ad. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. PR.2.AD
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3. Interpret: Develop personal interpretations that consider creators' intent. PR.3

- N. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. PR.3.N
- I. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. PR.3.I
- P. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. PR.3.P
- Ac. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience. PR.3.AC

- Ad. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience. PR.3.AD
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4. Rehearse, Evaluate and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. PR.4

- N. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. PR.4.N
 - I. Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. PR.4.I
 - P. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. PR.4.P
 - Ac. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. PR.4.AC
 - Ad. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. PR.4.AD
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5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. PR.5

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. PR.5.N.A
- b. Demonstrate an awareness of the context of the music through prepared and improvised performances. PR.5.N.B
- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. PR.5.I.A
- b. Demonstrate an understanding of the context of the music through prepared and improvised performances. PR.5.I.B
- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. PR.5.P.A
- b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. PR.5.P.B
- a. 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 historical periods. PR.5.AC.A
- b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. PR.5.AC.B

- a. Demonstrate an understanding and mastery 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 in multiple types of ensembles. **PR.5.AD.A**
 - b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. **PR.5.AD.B**
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**Responding –
Understanding and
evaluating how the arts
convey meaning.**

1. Select: Choose music appropriate for a specific purpose or context. RE.1

- N. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. **RE.1.N**
 - I. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. **RE.1.I**
 - P. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. **RE.1.P**
 - Ac. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. **RE.1.AC**
 - Ad. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. **RE.1.AD**
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2. Analyze: Analyze how the structure and context of varied musical works inform the response. RE.2

- N. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. **RE.2.N**
 - I. Describe how understanding context and the way the elements of music are manipulated inform the response to music. **RE.2.I**
 - P. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. **RE.2.P**
 - Ac. Explain how the analysis of structures and contexts inform the response to music. **RE.2.AC**
 - Ad. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. **RE.2.AD**
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3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent. RE.3

- N. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. **RE.3.N**
- I. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. **RE.3.I**

- P. Explain 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 personal research. RE.3.P
 - Ac. 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 varied researched sources. RE.3.AC
 - Ad. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. RE.3.AD
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4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. RE.4

- N. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. RE.4.N
- I. Explain the influence of experiences, analysis, and context on interest in and evaluation of music. RE.4.I
- P. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context. RE.4.P
- Ac. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context. RE.4.AC
- Ad. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. RE.4.AD