Maryland Fine Arts

Music: Grades 9-12

Creating CR.9-12

1 Generate and conceptualize artistic ideas and work. CR.9-12.1

i Indicators CR.9-12.1.I

1 Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology. CR.9-12.1.I.1

e Expectations CR.9-12.1.E

1 As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available. CR.9-12.1.E.1

2 Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available. CR.9-12.1.E.2

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2 Organize and develop artistic ideas and work. CR.9-12.2

i Indicators CR.9-12.2.I

1 Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose. CR.9-12.2.I.1

e Expectations CR.9-12.2.E

1 Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer's statement that clearly summarizes and supports creative and conceptual choices. CR.9-12.2.E.1

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3 Refine and complete artistic work CR.9-12.3

i Indicators CR.9-12.3.I

1 Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas. CR.9-12.3.I.1

2 Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed. CR.9-12.3.I.2

3 Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose. CR.9-12.3.I.3

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e Expectations CR.9-12.3.E

1 Evaluate and refine personal musical ideas in response to feedback and document revisions. CR.9-12.3.E.1

2 Incorporate refinements to personal musical ideas through analysis and implementation of feedback. CR.9-12.3.E.2

3 Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available. CR.9-12.3.E.3

Presenting PR.9-12

4 Analyze, interpret, and select artistic work for presentation. PR.9-12.4

i Indicators PR.9-12.4.I

1 Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities. PR.9-12.4.I.1

2 Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent. PR.9-12.4.I.2

3 Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements. PR.9-12.4.I.3

4 Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems. PR.9-12.4.I.4

e Expectations PR.9-12.4.E

1 As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions. PR.9-12.4.E.1

2 Identify and summarize how the consideration of musical contexts informs and influences music selected for performance. PR.9-12.4.E.2

3 Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent. PR.9-12.4.E.3

4 Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts. PR.9-12.4.E.4

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5 Develop and refine artistic work for presentation. PR.9-12.5

i Indicators PR.9-12.5.I

1 Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles. PR.9-12.5.I.1

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e Expectations PR.9-12.5.E

1 As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy and artistic purpose. PR.9-12.5.E.1

2 Apply feedback to improve and refine music in rehearsal. PR.9-12.5.E.2

3 As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners. PR.9-12.5.E.3

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6 Convey meaning through the presentation of artistic work. PR.9-12.6

i Indicators PR.9-12.6.I

1 Communicate purpose through music performance, paying attention to accuracy, interpretation, composer's intent, and cultural authenticity. PR.9-12.6.I.1

2 Determine and demonstrate performance decorum appropriate to the context. PR.9-12.6.I.2

e Expectations PR.9-12.6.E

1 Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery. PR.9-12.6.E.1

2 Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context. PR.9-12.6.E.2

3 Choose a varied repertoire of music for performance by applying knowledge of time, place, and culture and determine readiness of music for public performance. PR.9-12.6.E.3

Responding RE.9-12

7 Perceive and analyze artistic work. RE.9-12.7

i Indicators RE.9-12.7.I

1 Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context. RE.9-12.7.I.1

2 Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study. RE.9-12.7.I.2

e Expectations RE.9-12.7.E

1 Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music. RE.9-12.7.E.1

2 As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music. RE.9-12.7.E.2

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8 **Interpret intent and meaning in artistic work.** RE.9-12.8

i Indicators RE.9-12.8.I

1 Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, compositional techniques, and research. RE.9-12.8.I.1

e Expectations RE.9-12.8.E

1 Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices. RE.9-12.8.E.1

2 Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent. RE.9-12.8.E.2

9 **Apply criteria to evaluate artistic work.** RE.9-12.9

i Indicators RE.9-12.9.I

1 Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary. RE.9-12.9.I.1

e Expectations RE.9-12.9.E

1 Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to selfdeveloped criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts. RE.9-12.9.E.1

2 Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music. RE.9-12.9.E.2

3 Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music. RE.9-12.9.E.3

Connecting CN.9-12

10 **Synthesize and relate knowledge and personal experiences to make art.** CN.9-12.10

i Indicators CN.9-12.10.I

1 Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music. CN.9-12.10.I.1

e Expectations CN.9-12.10.E

1 Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music. CN.9-12.10.E.1

2 Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment, including after-school programs, community music-making, and extracurricular opportunities. CN.9-12.10.E.2

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11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. CN.9-12.11

i Indicators CN.9-12.11.I

1. Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and research. CN.9-12.11.I.1
2. Describe and analyze factors that impact the roles of music in the lives of people, citing research. CN.9-12.11.I.2
3. Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research. CN.9-12.11.I.3

e Expectations CN.9-12.11.E

1. As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music. CN.9-12.11.E.1
2. As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music. CN.9-12.11.E.2
3. As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music. CN.9-12.11.E.3
4. Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society. CN.9-12.11.E.4