Novice

CREATING

1 Generate and conceptualize artistic ideas and work.

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

a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as twophrase) and chordal accompaniments for given melodies. MU:CR1.1.H.5A

2 Organize and develop artistic ideas and work.

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

a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:CR2.1.H.5A

3 Refine and complete artistic work.

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

a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:CR3.1.H.5A

2 Musicians' presentation of creative work is the culmination of a process of creation and communication

a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:CR3.2.H.5A

PERFORMING

4 Select, analyze, and interpret artistic work for presentation.

1 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.

a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances. MU:PR4.1.H.5A

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

a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation. MU:PR4.2.H.5A

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

a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments. MU:PR4.3.H.5A

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5 Develop and refine artistic techniques and work for presentation.

1 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.

a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances. MU:PR5.1.H.5A

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6 Convey meaning through the presentation of artistic work.

1 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.

a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context. MU:PR6.1.H.5A

RESPONDING

7 Perceive and analyze artistic work

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

a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.

2 Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

a 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.5A

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8 Interpret intent and meaning in artistic work.

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

a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. MU:RE8.1.H.5A

9 Apply criteria to evaluate artistic work.

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

a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music. MU:RE9.1.H.5A

CONNECTING

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

5a. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. MU:CN10.0.H.5A

a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11 Synthesize and relate knowledge and personal experiences to make art.

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

a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:CN11.0.H.5A