New York Arts

Music - Traditional and Emerging Ensembles: Grades 9, 10, 11, 12

Adopted 2017

Performing

1 Generate and conceptualize artistic ideas and work.

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

a. Generate melodic, rhythmic, and timbral ideas for contrasting phrases. MU:CR1.1.E.HSI.A

a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music. MU:CR1.1.E.HSII.A

a. Generate melodic, rhythmic, timbral, and implied harmonic ideas for compositions. MU:CR1.1.E.HSIII.A

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2 Organize and develop artistic ideas and work.

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

a. Select from and develop previous ideas to create contrasting phrases. MU:CR2.1.E.HSI.A

b. Preserve drafts of creative work through standard notation and recording technology. MU:CR2.1.E.HSI.B

a. Select from and develop previous ideas to create complete passages of music. MU:CR2.1.E.HSII.A

b. Preserve drafts of creative work through standard notation and recording technology. MU:CR2.1.E.HSII.B

a. Select from and develop previous ideas to create compositions, improvisations, and arrangements. MU:CR2.1.E.HSIII.A

b. Preserve drafts of creative work through standard notation and recording technology. MU:CR2.1.E.HSIII.B

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

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4.1 Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

a. Select various repertoire to study (from teacher- or student-provided options) based on music literacy, an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. MU:PR4.1.E.HSI.A

a. Explain the criteria used to select varied repertoire to study (from teacher-or student-provided options) 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. MU:PR4.1.E.HSII.A

a. 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. MU:PR4.1.E.HSIII.A

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5 Develop and refine artistic techniques and work for presentation.

5.1 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. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances. MU:PR5.1.E.HSI.A

b. Identify the need for aural and visual cues. MU:PR5.1.E.HSI.B

a. Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:PR5.1.E.HSII.A

b. Initiate aural and visual cues. MU:PR5.1.E.HSII.B

a. Develop, apply, evaluate, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:PR5.1.E.HSIII.A

b. Conduct or lead by providing aural and visual cues. MU:PR5.1.E.HSIII.B

Responding

7 Perceive and analyze artistic work.

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

a. Apply criteria for selecting music (from teacher-or student-provided options) for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:RE7.1.E.HSI.A

a. Apply criteria for selecting music (from teacher -or student-provided options) for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context. MU:RE7.1.E.HSII.A

a. Use research and personally-developed criteria to justify choices made when selecting music by citing knowledge of the music, and individual and ensemble purpose and context. MU:RE7.1.E.HSIII.A

7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

a. Explain how the analysis of passages and understanding the way that the elements of music are manipulated informs the response to music. MU:RE7.2.E.HSI.A

a. Explain how the analysis of structures and contexts informs the response to music. MU:RE7.2.E.HSII.A

a. Demonstrate and justify how the analysis of structures, contexts, and performance decisions informs the response to music. MU:RE7.2.E.HSIII.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 The multi-dimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

a. Reflect on past and current musical interests, people, and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore. MU:CN10.1.E.HSI.A

a. Identify and implement ways to use music to serve others, and describe the effect of the experience. MU:CN10.1.E.HSII.A

a. Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience. MU:CN10.1.E.HSIII.A