

Performing Ensemble: Advanced

Creating:
Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works. **CR**

- 1** Compose and improvise musical compositions for a variety of purposes and contexts. **ENAD . 1CR**
- 2** Select, develop, and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts. **ENAD . 2CR**
- 3** Evaluate and refine a variety of musical works based on appropriate criteria and evaluate if the music meets the established criteria. **ENAD . 3CR**
- 4** Defend the purpose of tuning instruments. **ENAD . 4CR**

Performing:
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts. **PE**

- 1** Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style, and musical expression for the music being performed. **ENAD . 1PE**
- 2** Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during the performance, and utilize concepts of just intonation. **ENAD . 2PE**
- 3** Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic; major; natural, harmonic, and melodic minor scales and keys; and chromatic, octatonic, and whole-tone scales, plus modes as appropriate. **ENAD . 3PE**
- 4** Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles. **ENAD . 4PE**
- 5** Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed and musical expression. **ENAD . 5PE**
- 6** Perform a varied repertoire of prepared and improvised music, representing a variety of cultures, styles, time periods, and genres in several types of ensembles. **ENAD . 6PE**

7 Develop, apply, and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process. [ENAD.7PE](#)

8 Respond appropriately to the cues of the conductor. [ENAD.8PE](#)

Responding:
Artists/students engage in analysis and interpretation to understand and evaluate artistic works. [RE](#)

1 Develop and apply criteria to critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation, appropriate style, and expression. [ENAD.1RE](#)

2 Justify interpretations of the expressive intent, emotion, and meaning of musical works by comparing and explaining varied researched sources, including reference to other art forms. [ENAD.2RE](#)

3 Use student-developed criteria to select music, organize, and present an individual performance showing mastery of the selected music. [ENAD.3RE](#)

Connecting:
Artists/students understand and communicate the value of creative expressions in internal and external contexts. [CO](#)

1 Analyze various performance works from a variety of world cultures, identifying the unique features of expression, and determine how these characteristics contribute to performance style while minimizing stylistic bias. [ENAD.1CO](#)

2 Explain how the roles of creators, performers, and others involved in the production and presentation of each of the arts are similar and different. [ENAD.2CO](#)

3 Select personal music experiences that represent well-developed performance skills, abilities, and accomplishments (developing a portfolio, preparing college audition, studio work). [ENAD.3CO](#)

4 Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work. [ENAD.4CO](#)
