

Adapted National Core Art Standards

Choral

Hawai'i Department of Education 2023

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Creating: Imagine

Generate musical ideas for various purposes and contexts.

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

Essential Question: How do musicians generate creative ideas?

	NOVICE (Elem)	INTERMEDIATE Middle	HS PROFICIENT High, Gr 9-10	HS ACCOMPLISHED High, Gr 11-12
	MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.1a 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.	MU:Cr1.1.E.1a 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.
Cr1.1 Imagine	<p>Improvise using a variety of traditional and/or non-traditional sound sources; a short rhythmic or melodic warm-up</p> <p>Improvise harmony based on the tonic chord within a given key</p>	<p>Improvise rhythmic and melodic variations in a given style and meter; a short rhythmic or melodic warm-up reflective of the literature being rehearsed.</p> <p>Improvise harmony to an existing melody</p>	<p>Draft independently a rhythmic warm up reflective of the literature being rehearsed.</p> <p>Compose and/or improvise melodic, rhythmic, and harmonic ideas for simple melodies and accompaniments for given melodies.</p> <p>Draft a descant or harmony for an existing two- or three-part piece of music.</p>	<p>Compose and/or improvise melodic, rhythmic and harmonic ideas and chordal accompaniments in a variety of patterns and styles.</p> <p>Compose a multi-part song at least four measure in length</p>

Creating: Plan and Make

Select and develop musical ideas for defined purposes and contexts.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

	NOVICE (Elem)	INTERMEDIATE Middle	HS PROFICIENT High, Gr 9-10	HS ACCOMPLISHED High, Gr 11-12
	MU:Cr2.1.E.5a Select and develop draft <u>melodic and rhythmic ideas</u> or <u>motives</u> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.8a Select and develop draft <u>melodies and rhythmic passages</u> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of given melodies studied in rehearsal.	MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of styles and harmonizations for given melodies .
Cr2.1 Plan and Make	<u>Explain</u> personal reasons for selecting musical ideas that represent expressive intent.	<u>Explain</u> personal reasons for selecting musical ideas that represent expressive intent.	<u>Explain</u> personal reasons for selecting musical ideas that connect for a specific context (e.g., personal, social, cultural).	<u>Explain</u> personal reasons for selecting musical ideas that connect for a specific context (e.g., personal, social, cultural, historical).
	MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.1a Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.1a Preserve draft compositions and improvisations through standard notation, audio, or video recording.
	Create two-part rhythmic compositions using body percussion, voice, and/or classroom instruments	Create two or three-part rhythmic compositions using standard notation	Compile a collaborative musical work based on previously developed passages characteristic of music or text studied in rehearsal	Compile a collaborative musical work based on previously developed passages characteristic of music or text studied in rehearsal, using available technology.

Music Elements Related to Cr2.1

Rhythm: (e.g., quarter, quarter rest, eighth, half note, half rest; 16th note, syncopated patterns, dotted half note)	Rhythm: (e.g., whole notes, whole rests, dotted half note)	Rhythm: (e.g. known rhythms from previous year and dotted quarter notes, eighth notes, sixteenth notes, eighth note and quarter note triplets and corresponding rests.	Rhythm: (e.g. known rhythms from previous year including:, dotted eighth sixteenth, sixteenth note groupings (w/ eighth notes)
Melody: (e.g., pentatonic scale)	Melody: (e.g., Major, la-pentatonic minor)	Improvise and compose melodies over given harmonies in major and minor tonalities by singing	Improvise and compose melodies in various styles
Meter: (e.g., accents groupings in 2, 4 (duple, quadruple, compound)	Meter: (e.g., accents groupings in 2, 3 & 4 (duple, triple, quadruple, compound)	Any meter	Any meter
Using available software and Apps to enhance understanding of melodic and rhythmic concepts	Using available software and Apps to enhance understanding of melodic and rhythmic concepts	Using available software and Apps to enhance understanding of melodic and rhythmic concepts	Using available software and Apps to enhance understanding of melodic and rhythmic concepts

Creating: Evaluate and Refine

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

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

Essential Question: How do musicians improve the quality of their creative work?

**Cr3.1
Evaluate
and
Refine**

NOVICE (Elem)	INTERMEDIATE Middle	HS PROFICIENT High, Gr 9-10	HS ACCOMPLISHED High, Gr 11-12
MU:Cr3.1.E.5a. Critique, refine and document personal musical ideas, applying teacher-provided or collaboratively-developed criteria and feedback.	MU:Cr3.1.E.8a. Evaluate and explain rationale for revisions to personal musical ideas, applying teacher-provided or collaboratively-developed criteria and feedback to show improvement over time.	MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	MU:Cr3.1.E.1a Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
Students use a teacher developed rubric to evaluate and critique themselves.	Students use a teacher developed or student developed rubric to evaluate and critique themselves. Provide evidence to why they decided on assessment.	Students use student developed rubric with guidance of teacher and uses rubric through assessment process; recognizing & identifying growth & learning patterns.	Students develop their own rubric based on their own criteria, using rubric through assessment process; recognizing & identifying growth & learning patterns.

Creating: Present

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

**Cr3.2
Present**

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
MU:Cr3.2.E.5a 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.	MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.	MU:Cr3.2.E.11a Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.
<u>Perform</u> a final version of personal created music, and <u>describe/critique</u> connection to expressive intent.	<u>Perform</u> the final version of personal created music, and <u>explain/critique</u> connection to expressive intent.	<u>Perform</u> the final version of personally created music (arrangements), and explain/critique connecting to expressive intent that addresses identified purposes	<u>Perform</u> the final version of personally created music (arrangements, sections, and short compositions), and explain/critique connecting to expressive intent that addresses identified purposes

Dynamic levels: (e.g., crescendo & decrescendo, forte (f); piano (p); fortissimo (ff), pianissimo (pp); crescendo, decrescendo)	Fine dynamics changes: (e.g., pp, p, mp, mf, f, ff, crescendo, decrescendo, sforzando)	Continue with fine dynamic changes. Students are able to recognize and incorporate appropriate dynamics into personally or collaboratively developed melodies, rhythm passages, and arrangements.	Continue with fine dynamic changes. Students are able to recognize and incorporate appropriate dynamics into personally or collaboratively developed arrangements, sections, short compositions.
Variety of tempi: (e.g., Moderato, Allegro, Andante, Moderato, Allegro, Vivace)	Variety of tempi changes: (e.g., Accelerando and Ritardando)	Use of variety of tempo in personally or collaboratively developed melodies & arrangements	Use of a variety of tempo in personally or collaboratively developed arrangements & short compositions.
Form: melodic question & answer, ostinati, verse and refrain, AB, ABA)	Form: melodic question & answer, rondo, theme and variations	Use of Form: strophic form, Ternary (ABA), in final version of arrangements	Use of form: rondo (ABACA, ABACABA), ternary, strophic, melodic question & answer, or verse and refrain, in final version of arrangement or short composition
Timbre: Different tone colors, SS, SA	Timbre: continue with different tone colors, SA	Timbre: continue with different tone colors, SAB, SATB, SA	Timbre: continue with different tone colors, SATB, SSAATTBB, SSAA

Performing: Select

Select varied musical works to present based on interest, knowledge, technical skill, and content.

Enduring Understanding: 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.

Essential Question: How do performers select repertoire?

		NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
		MU:Pr4.1.E.5a 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.	MU:Pr4.1.E.8a 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.	MU:Pr4.1.E.1a 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.	MU:Pr4.1.E.11a 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.
Pr4.1 Select	Teacher provides a collection of varied repertoires that incorporates unison or two-part harmony, simple rhythms & melodic lines.	Teacher provides a collection of varied repertoires that incorporates complex two-part harmony, or SAB, intermediate rhythms & melodic lines.	Students conduct research and select repertoire that incorporates SAB, SATB, or multi-voice harmony, varied meters, intermediate to complex rhythms & melodic lines.	Students develop a rubric to select repertoire. Provide evidence to explain why they selected repertoire and analyze the various musical elements and structure of said repertoire. Repertoires incorporate varied musical elements.	
	Students select a song they want to sing based on their understanding of own technical skill & ability. e.g., American folk and pop, Hawaiian, Asian Pacific, Polynesian songs and music.	Students select a song they want to sing based on their understanding of own technical skill & ability. e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs.	e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs.	e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs.	

Performing: Analyze

Analyze the structure and context of varied musical works and their implications for performances.

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

Essential Question: How does understanding the structure and context of musical works inform performance?

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
<p>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>MU:Pr4.2.E.8a 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.</p>	<p>MU:Pr4.2.E.1a 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.</p>	<p>MU:Pr4.2.E.1a 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.</p>
<p>Rhythm (read and notate):</p> <ul style="list-style-type: none"> • (e.g., quarter note/rest, paired eighth note, half note/rest, dotted half note, 16th note) • (e.g., accents groupings in 2, 4 (duple, quadruple, compound) • performs two-part rhythmic compositions 	<p>Rhythm (read and notate):</p> <ul style="list-style-type: none"> • (e.g., dotted eighth note, syncopated patterns, whole note/rest) • (e.g., accents groupings in 2, 3 & 4 (duple, triple, quadruple, compound) 	<p>Rhythm: Use prior knowledge from intermediate level to read and notate rhythmic compositional devices that inform prepared or improvised performances</p>	<p>Rhythm: Document and use prior knowledge from proficient level to read and notate rhythmic compositional devices that inform prepared or improvised performances</p>
<p>Melody (read and notate):</p> <ul style="list-style-type: none"> • More complex melodic patterns (e.g., pentatonic scale, steps, skips, leaps, repeating tones, so-mi-re-do-low la,-low so,) • Intervals of thirds, fourths, fifths • Keys of F, G, D and C major; d and a minor 	<p>Melody (read and notate):</p> <ul style="list-style-type: none"> • More complex melodic patterns (e.g., pentatonic, major (fa & ti), la-pentatonic minor scales) • sing songs in major and minor keys in-tune • sing songs in major and minor keys in-tune • sings songs using absolute letter names • Keys of F, G, D, C major and Bb major; d, a, e and g minor • Intervals of thirds, fourths, fifths, sixths, octaves • Keys of F, G, D, C major and Bb major; d, a, e and g minor 	<p>Melody: Use prior knowledge from intermediate level to read and notate melodic compositional devices that inform prepared or improvised performances.</p>	<p>Melody: Document and use prior knowledge from proficient level and to read and notate melodic compositional devices that inform prepared or improvised performances</p>

**Pr4.2
Analyze**

Performing: Interpret

Develop personal interpretations that consider creators' intent.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

**Pr4.3
Interpret**

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
MU:Pr4.3.E.5a Identify <u>expressive</u> qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	MU:Pr4.3.E.8a Demonstrate understanding and application of <u>expressive</u> qualities in a varied repertoire of music through prepared and improvised performances.	MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	MU:Pr4.3.E.11a 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.
Dynamic level gradual changes: (e.g., fortissimo (ff), mezzo forte (mf), mezzo piano (mp) pianissimo (pp), crescendo, decrescendo) Variety of tempi: (e.g., Andante, Moderato, Allegro, Vivace)	Continue to identify incremental dynamics changes: (e.g., pp, p, mp, mf, f, ff, crescendo, decrescendo, sforzando) Variety of tempi changes: (e.g., Accelerando and Ritardando)	Identify and analyze the manner in which the composer manipulates dynamics to provide insight into the composer's intent for performance. Identify and analyze the manner in which the composer manipulates tempo to provide insight into the composer's intent for performance.	Critique the composer's use of dynamics and the manner in which they guide a performance. Critique the composer's use of tempo and the manner in which they guide a performance.

Performing: Rehearse, Evaluate, and Refine

Develop and refine artistic techniques and work for presentation.

Enduring Understanding: 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.

Essential Question: How do musicians improve the quality of their performance?

**Pr5.3
Rehearse,
Evaluate &
Refine**

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	MU:Pr5.1.E.8a 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.	MU:Pr5.3.E.1a 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.	MU:Pr5.3.E.1a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success
With guidance from the teacher, rehearse to refine technical accuracy, and address performance challenges to enhance expressive qualities of music independently.	With limited guidance, use suggested strategies in rehearsal to improve expressive qualities of music.	Rehearse, identify, and apply strategies to perform expressive qualities of music independently.	Rehearse, critique and apply strategies to perform expressive qualities of music of individual and small group performances

Performing: Present

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding: 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.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED
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**Pr6.1
Present**

Elementary	Middle	High, Gr 9-10	High, Gr 11-12
<p>MU:Pr6.1.E.5a Demonstrate attention to <u>technical accuracy</u> and <u>expressive qualities</u> in prepared and improvised performances of a varied repertoire of music.</p>	<p>MU:Pr6.1.E.8a Demonstrate attention to <u>technical accuracy</u> and <u>expressive qualities</u> in prepared and improvised performances of a varied repertoire of music representing <u>diverse cultures and styles</u>.</p>	<p>MU:Pr6.1.E.1a 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.</p>	<p>MU:Pr6.1.E.11a 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.</p>
<p>MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.</p>	<p>MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.</p>	<p>MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p>	<p>MU:Pr6.1.E.11b Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances</p>
<p>Technical accuracy:</p> <ul style="list-style-type: none"> • Exhibit accurate vocal posture • Sing with fully supported tone • Sing with clear diction and articulation • Sing and play with excellent breath support and phrasing <p>Demonstrate etiquette (e.g., stage presence, attire, behavior) as a performer and an observer appropriate for context and venue.</p>	<p>Technical accuracy:</p> <ul style="list-style-type: none"> • Exhibit accurate vocal posture • Sing with excellent breath support and phrasing • Sing in group with individual vocal line independently • Sing in group setting and independently <p>Demonstrate etiquette, independently (e.g., stage presence, attire, behavior) as a performer and an observer appropriate for context, venue, and genre.</p>	<p>Demonstrate prior etiquette knowledge in addition to:</p> <p>Technical accuracy:</p> <ul style="list-style-type: none"> • Diaphragmatic breathing • Demonstrate difference between head and chest voice • Strengthening vocal independence, agility, and range • Consistently use proper diction • Blending with other singers across section using correct intonation • Singing an assigned vocal part in simple harmony • Singing musical literature with and without instrumental accompaniment in at least one other language other than English • Singing music literature from memory and score <ul style="list-style-type: none"> • Demonstrate consistently using facial and physical expression that reflect the expressive intent of the music • Describing emotional and intellectual responses to works of music, using music terminology • Explain the value of musical performance to the community. 	<p>Demonstrate prior etiquette knowledge in addition to:</p> <p>Technical accuracy:</p> <ul style="list-style-type: none"> • Integrating principles of vocal health in singing • Increasing breath control through strength and endurance exercises • Adjusting intonation for balance and blend • Singing an assigned vocal part in complex harmony <ul style="list-style-type: none"> • Demonstrate consistently using facial and physical expressions that reflect the mood and style of the music. • Consistently applying dynamic markings in musical scores and exercises while maintaining correct intonation • Responding to advanced conducting patterns and interpretive gestures.

Responding: Select

Choose music appropriate for a specific purpose or context.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do individuals choose music to experience?

**Re7.1
Select**

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
<p>MU:Re7.1.E.5a <u>Select</u> music for listening and <u>identify reasons</u> to personal interests and/or personal experiences.</p>	<p>MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p>MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p>MU:Re7.1.E.1a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p>
<p>Listen and identify song phrases with different endings, binary AB form. e.g., American folk and pop, Hawaiian, Asian Pacific, Polynesian songs and music.</p>	<p>Listen and identify binary AB, ternary ABA, rondo ABACA form, themes and variations. e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American music and songs. Demonstrate the ability to compare and contrast the influences of African, European, and Native cultures on the music of the USA and Hawaii and its contemporary arrangement</p>	<p>Support choices of music genres using appropriate student developed criteria (i.e. form, phrasing, etc.) through intent, purpose and context. Genre: e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs,</p>	<p>Justify choices of music genres using appropriate student developed criteria (i.e. form, phrasing, etc.). Genre: e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs.</p>

Responding: Analyze

Analyze how the structure and context of varied musical works inform the response.

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

Essential Question: How does understanding the structure and context of music inform a response?

Re7.2
Analyze

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.	MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	MU:Re7.2.E.11a Explain how the analysis of structures and contexts inform the response to music.
Demonstrate the ability to move to the steady beat in duple, quadruple, compound meters. Conduct in various meters including duple, quadruple, compound meters. Rhythm: (e.g., accents groupings in 2, 4 (duple, quadruple, compound))	Demonstrate the ability to move to the steady beat in duple, triple, quadruple, compound meters. Conduct in various meters including duple, triple, quadruple, compound meters. Rhythm: (e.g., accents groupings in 2, 3 & 4 (duple, triple, quadruple, compound))	<u>Explain how analysis</u> , through student developed criteria, of previously learned rhythms inform the response to music in context (i.e., era) and/or culture. e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs,	<u>Justify analysis</u> , through student developed criteria, of rhythms in context informs the response to music in context (i.e., era) and/or culture. e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs,
Melodic patterns: (e.g., pentatonic scale, steps, skips, leaps, repeating tones)	More complex melodic patterns: (e.g., pentatonic, major, la-pentatonic minor scales)	<u>Explain analysis</u> of the use of melodic patterns and how it informs the response to music in context.	<u>Justify analysis</u> of the use of melodic patterns and how it informs the response to music in context through researched sources.
Respond creatively to music in two-parts through movement. Use movement to demonstrate song phrases with different endings, binary AB form	Use movement to demonstrate binary AB, ternary ABA, rondo ABACA form, themes, and variations	<u>Explain analysis</u> of form in music context based on student developed criteria individually or through collaboration. Explain how form informs the response to music in context and/or culture.	<u>Justify analysis</u> of form in music context based on student developed criteria individually or through collaboration through researched sources. Explain how form informs the response to music in context and/or culture.
Timbre: SS Style: Perform hula	Timbre: SA Style: Perform hula & mele	<u>Explain analysis</u> of timbre or voicing manipulates the response to music in context and/or culture. SAB, SATB	<u>Justify analysis</u> of timbre or voicing manipulate the response to music in context and/or culture through researched sources. SAB, SATB, SSAATTBB

Responding: Interpret

Support interpretations of musical works that reflect creators'/performers' expressive intent.

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

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Re8.1 Interpret

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
MU:Re8.1.E.5a Discuss composer's intent and identify interpretations of the <u>expressive</u> intent and meaning of musical works, referring to the <u>elements</u> of music, contexts, and (when appropriate) the setting of the text.	MU:Re8.1.E.8a Identify and support interpretations of the <u>expressive and composer's</u> 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.	MU:Re8.1.E.1a 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.	MU:Re8.1.E.1a 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.
Dynamic levels: (e.g., fortissimo (ff), pianissimo (pp), crescendo, decrescendo)	Fine dynamics changes (e.g., pp, p, mp, mf, f, ff, crescendo, decrescendo, sforzando)	<u>Explained and interpreting</u> of previously learned dynamic changes in musical works and intent through contexts, setting of text, and personal research	Fully <u>supported and justified</u> interpretations of previously learned dynamic dynamic changes through context, text settings, and researched sources
Variety of tempi: (e.g., Andante, Moderato, Allegro, Vivace)	Variety of tempi changes: (e.g., Accelerando and Ritardando)	Previously learned tempi changes <u>explained and interpreted</u> in musical works	Previously learned tempi changes <u>supported and justified interpretations</u> in musical works
Timbre: tone color	Timbre: tone color	Previously learned tone color changes <u>explained and interpreted</u> in musical works in varying genres: e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs, voicing: SAB, SATB,	Previously learned tone color changes <u>supported interpretation</u> in musical works in varying genres: e.g., American folk, Hawaiian, Asian Pacific, Polynesian, African and African American, Art songs, voicing: SAB, SATB, SSAATTBB

Responding: Evaluate

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

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

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

**Re9.1
Evaluate**

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
MU:Re9.1.E.5a <u>Analyze</u> and <u>evaluate</u> musical works and performances, applying teacher-provided criteria, and explain appropriateness to the context using applicable musical terms.	MU:Re9.1.E.8a <u>Critique</u> musical works and performances, applying student-teacher established criteria, and describe appropriateness to the context.	MU:Re9.1.E.1a Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.	MU:Re9.1.E.1a Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Students use teacher developed rubric to analyze and evaluate performance. Uses learned musical terms.	Students use rubric developed by teacher and student together using criteria and learned musical terms.	Students develop their own rubric individually or with peers using criteria. Analyze the structure of the repertoire and how it is related to their critique.	Students use research and own personal knowledge to develop a rubric individually or with peers to evaluate their work. Analyze the structure of the repertoire and how it is related to their critique.

CONNECTING

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, & knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creative, performing, and responding?

	NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
Cn10	MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
	Students create personal developed simple melodic or rhythmic motives. Select repertoire based on interests and explain reasoning for selecting music.	Students create personal developed melodic or rhythmic passages. Demonstrate music reading skills in the repertoire that they selected based on interests. Explain the reasoning for selecting music.	Students create personal developed melodies, rhythmic passages, and arrangements - for solo or ensemble. Demonstrate and explain structure and characteristics of repertoire selected based on interests. Explain the reasoning for selecting music.	Student compose a personal developed arrangement or short composition - for solo or ensemble Apply criteria to repertoire selected based on interest, justifying their selection, understanding of musical structures and characteristics and to be able to accurately perform.

CONNECTING

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

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

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Cn11

NOVICE Elementary	INTERMEDIATE Middle	PROFICIENT High, Gr 9-10	ACCOMPLISHED High, Gr 11-12
MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.E.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.E.11a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Students use characteristics of studied repertoire to create melodic or rhythmic motive based on their interests and daily life. Describe the effect of their interests & experiences when evaluating motive.	Students use characteristics of studied repertoire to create melodic or rhythmic passages based on their interests and daily life. Explain how their experiences and interests influence the composed passage.	Students use characteristics and musical elements from repertoire of various time periods. Use interests and daily life to help influence composition. Explain the usage of musical characteristics from the time periods and interests. Evaluate work using developed criteria in rubric.	Students use characteristics and musical elements from repertoire of various cultures. Use interests and daily life to help influence composition. Explain the usage of musical characteristics from the cultures and own interests. Evaluate & justify work using developed criteria in rubric.