

**Adapted National Core Art Standards
Band - Novice and Intermediate**



**Hawai'i Department of Education
2023**

Clement Zhang

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

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	Intermediate
S t a n d a r d	MU:Cr1.1.E.5a: Improvise melodic and rhythmic ideas/motives using the skills and expressions learned from repertoire.	MU:Cr1.1.E.8a: Improvise melodic and rhythmic passages using the skills and expressions learned from repertoire.
S a m p l e	Compose a melodic phrase given a two measure rhythm using quarter, paired eighth, half note, quarter rest, and four-sixteenth notes (percussion). Improvise a 2 measure rhythmic call or response.	Compose a melodic phrase that follows a set chord progression of I - IV - V - I. Improvise a 2-4 measure melodic/rhythmic call or response.

Anchor Standard 2: Organize and develop artistic ideas and work.

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

Essential Question: How do musicians make creative decisions?

	Novice	Intermediate
S t a n d a r d	MU:Cr2.1.E.5a: Develop melodic and rhythmic ideas or motives that demonstrates the characteristics and elements of music studied in rehearsal.	MU:Cr2.1.E.8a: Develop melodies and rhythmic passages that demonstrates the characteristics and elements of music studied in rehearsal.
S a n p l e	Develop idea/motive with notation, technology (iPad), or illustration. Describe repertoire with emotions: - happy - fun	Notate melodic/rhythmic ideas or motives on staff paper. Describe repertoire with emotions: - joyful - lonely

	<ul style="list-style-type: none">- sad- sleepy- etc.	<ul style="list-style-type: none">- mysterious- somber- excited- etc.
--	---	--

Anchor Standard 2: Organize and develop artistic ideas and work.

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

Essential Question: How do musicians make creative decisions?

	Novice	Intermediate
S t a n d a r d	MU:Cr2.1.E.5b: Compose a simple two-measure phrase with standard notation (clef, key signature, time signature, quarter notes/rest, paired eighth notes, half notes, etc.) and audio recording.	MU:Cr2.1.E.8b: Compose, with limited guidance, a more complex four-measure phrase with standard notation (clef, key signature, time signature, dotted-half notes, sixteenth notes, etc.) and audio recording.
S a n p l e	Notate melodic/rhythmic ideas or motives on staff paper Use electronic device to audio/video record	Notate melodic/rhythmic ideas or motives on staff paper Use electronic device to audio/video record Create a soundscape to reflect a plot/story

Anchor Standard 3: Refine and complete artistic work.

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?

	Novice	Intermediate
S t a n d a r d	MU:Cr3.1.E.5a: Evaluate and refine draft compositions and improvisations based on theoretical knowledge, skills, and teacher-provided criteria.	MU:Cr3.1.E.8a: Evaluate and refine draft compositions and improvisations based on theoretical knowledge, skills, and collaboratively-developed criteria.
S a n p	Use a teacher made rubric to assess themselves Identify music elements in compositions	Use a student/teacher rubric to assess themselves Identify and analyze music elements in compositions

l e		
--------	--	--

Anchor Standard 3: Refine and complete artistic work.

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?

	Novice	Intermediate
S t a n d a r d	MU:Cr3.2.E.5a: Share personally-developed melodic and rhythmic ideas or motives that demonstrate the characteristics of music or text(s) studied in rehearsal.	MU:Cr3.2.E.8a: Share personally-developed melodies and rhythmic passages that demonstrate the characteristics of music or text(s) studied in rehearsal.
S a n p l e	Present composition/improvisation, individually or as an ensemble, to others Perform compositions with attention to the characteristics of the piece Perform desired musical elements on instrument	Present composition/improvisation, individually or as an ensemble, to others Perform compositions with attention to the characteristics of the piece with technical and expressive accuracy Perform desired musical elements on instruments

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

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	Intermediate
S t a n d a r d	MU:Pr4.1.E.5a: Select repertoire to study and play based on interest, understanding of the structure, and/or context, music reading skills and the technical skill of the individual or ensemble.	MU:Pr4.1.E.8a: Select repertoire to study and play based on interest, understanding of the form/tonality, and/or context, music reading skills and the technical skill of the individual or ensemble.
S a n p l	Use a teacher made rubric to assess themselves Identify music elements in compositions	Use a student/teacher rubric to assess themselves Identify and analyze music elements in compositions

e		
---	--	--

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

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	Intermediate
S t a n d a r d	Pr4.2.E.5a: Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	Pr4.2.E.8a: Demonstrate, using music reading skills where appropriate, how setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
S a n p l e	Identify and describe how music should sound according to written/given rhythm and meter, pitch and clef, mode, and key signature. Identify repeating patterns in repertoire and label simple forms	Determine how music should sound according to written/given rhythm and meter, pitch and clef, mode, and key signature in repertoire Identify themes and label forms of short pieces Identify and describe setting (orchestration) Discuss the cultural, historical, personal, or social environmental context of music

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

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

Essential Question: How do performers interpret musical works?

	Novice	Intermediate
S t a n d a r d	Pr4.3.E.5a: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	Pr4.3.E.8a: Demonstrate understanding and application of expressive qualities in varied repertoire of music that can be demonstrated through prepared and improvised performances.
S a n p l e	<p>Identify basic tempos, dynamics, and articulations</p> <p>Sing/play exercises and repertoire with designated tempo, dynamics, and articulations</p> <p>Describe repertoire with emotions:</p> <ul style="list-style-type: none"> - happy - fun - sad - sleepy - etc. 	<p>Identify tempos, dynamics, and articulations</p> <p>Sing/play exercises and repertoire with designated tempo, dynamics, and articulations</p> <p>Describe repertoire with emotions:</p> <ul style="list-style-type: none"> - joyful - lonely - mysterious - somber - excited

		- etc. Support decisions to add expressive markings to repertoire based.
--	--	---

See Appendix A

Anchor Standard 5: 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?

	Novice	Intermediate
S t a n d a r d	Pr5.1.E.5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Pr5.1.E.8a: Develop strategies (warm-ups, exercises) to address technical challenges (rhythm, pitch, articulation, key signature) in varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performance.
S a n p	Sing or play a variety of simple songs, using chord structures or melodic/harmonic lines. Read standard notation on a basic level when refining music for	Play basic songs, using chord structures or melodic/harmony lines, in an increasing range of keys appropriate for the instrument. Read standard notation on an intermediate level when refining music

I e	<p>presentation</p> <p>Read basic rhythms alone and others (e.g. clap, sing, strum)</p> <p>Identify parts of the instrument and proper instrument maintenance procedure</p> <p>Identify characteristic tone quality based on proper fundamentals</p> <ul style="list-style-type: none"> -hand position -posture -technique 	<p>for presentation</p> <p>Demonstrate moderately complex rhythms alone and with others</p> <p>Exhibit proper instrument maintenance</p> <p>Demonstrate characteristic tone quality using proper fundamentals</p> <ul style="list-style-type: none"> -hand position -posture -technique
--------	---	--

See Appendix A

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

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
S t a n d a r d	Pr6.1.E.5a: Perform a variety of repertoire, demonstrating attention to expressive qualities in prepared and improvised performances.	Pr6.1.E.8a: Perform diverse cultures and styles of repertoire, demonstrating attention to expressive qualities in prepared and improvised performances.
S a n p l e	Perform a small variety of repertoire with technical accuracy Perform a variety of repertoire with attention to technical qualities.	Perform a moderate variety of repertoire with technical and expressive accuracy Perform a variety of repertoire with attention to technical and expressive qualities.

Anchor Standard 7: Choose music appropriate for a specific purpose or context

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings.

Essential Question: How do individuals choose music to experience?

	Novice	Intermediate
S t a n d a r d	Pr7.1.E.5a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	Pr7.1.E.8a: Explain reasons for selecting music, citing characteristics found in the music and connections to interest, purpose, and context.
S a m p l e		

Anchor Standard 7: Choose music appropriate for a specific purpose or context.

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 do individuals choose music to experience?

	Novice	Intermediate
S t a n d a r d	MU:Re7.2.E.5a: Identify how personal knowledge of context and the composer/performer(s) use of repetition, similarities, and contrasts inform the listener's response to music.	MU:Re7.2.E.8a: Describe how personal understanding of context and the composer/performer(s) use of music elements informs listener's response to music.
S a n p l e	Identify and analyze form of simple phrases.	Identify and analyze large form of short songs.

Anchor Standard 8: Choose music Interpret intent and meaning in artistic work [SEP]

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? for a specific purpose or context

	Novice	Intermediate
S t a n d a r d	MU:Re8.1.E.5a: Identify how the composer/performer(s) conveys expression and meaning through context, elements of music, and text.	MU:Re8.1.E.8a: Identify how expressive intent is determined by the composer/performer(s) meaning of the musical work, context, and treatment of musical elements.
S a m p l e	Analyze motives and pair them with emotions or expressions Identify intent of the composition Analyze how the motives evoke emotions or expressions	Analyze motives and pair them with emotions or expressions Identify intent of the composition Analyze how the motives evoke emotions or expressions

Anchor Standard 9: Apply criteria to evaluate artistic work.

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)?

	Novice	Intermediate
S t a n d a r d	MU:Re9.1.E.5a: Identify and describe how we evaluate music based on our interest, experience, analysis, and its context (setting/purpose/occasion).	MU:Re9.1.E.8a: Explain the influence of our own experiences to evaluate music based on analysis, context, and interest.
S a m p l e	Analyze motives and pair them with emotions or expressions Identify intent of the composition Analyze how the motives evoke emotions or expressions	Analyze motives and pair them with emotions or expressions Identify intent of the composition Analyze how the motives evoke emotions or expressions

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make music

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

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

	Novice	Intermediate
S t a n d a r d	MU:Cn10.0.E.5a: Explain how interests, knowledge, and skills characteristic of music studied in rehearsal relates to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.8a: Explain how personal interests, formal knowledge, and skills of music studied in rehearsal relates to personal choices and intent when creating, performing, and responding to music.
K o w l e d g e	MU:Cr3.2.E.5a: Share personally-developed melodic and rhythmic ideas or motives that demonstrate the characteristics of music or text(s) studied in rehearsal. MU:Pr4.1.E.5a: Select repertoire to study and play based on interest, understanding of the structure, and/or context, music reading skills and the technical skill of the individual or ensemble.	MU:Cr3.2.E.8a: Share personally-developed melodies and rhythmic passages that demonstrate the characteristics of music or text(s) studied in rehearsal. MU:Pr4.1.E.8a: Select repertoire to study and play based on interest, understanding of the form/tonality, and/or context, music reading skills and the technical skill of the individual or ensemble.

<p>/</p> <p>S</p> <p>k</p> <p>i</p> <p>l</p> <p>l</p>	<p>MU:Pr4.3.E.5a: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>MU:Re7.1E.5a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p>	<p>Pr4.3.E.8a: Demonstrate understanding and application of expressive qualities in varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>Pr7.1.E.8a: Explain reasons for selecting music, citing characteristics found in the music and connections to interest, purpose, and context.</p>
<p>S</p> <p>a</p> <p>n</p> <p>p</p> <p>l</p> <p>e</p>		

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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?

	Novice	Intermediate
S t a n d a r d	MU:Cn11.0.E.5a: Explain understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.E.8a: Explain, clear details, understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
K n o w l e d g e	MU:Cr1.1.E.5a: Improvise melodic and rhythmic ideas/motives using the skills and expressions learned from repertoire. MU:Cr3.2.E.5a: Share personally-developed melodic and rhythmic ideas or motives that demonstrate the characteristics of music or text(s) studied in rehearsal.	MU:Cr1.1.E.8a: Improvise melodic and rhythmic passages at using the skills and expressions learned from repertoire. MU:Cr3.2.E.8a: Share personally-developed melodies and rhythmic passages that demonstrate the characteristics of music or text(s) studied in rehearsal. Pr6.1.E.8a: Perform diverse cultures and styles of

/ S k i l l	MU:Pr6.1.E.5a: Perform a variety of repertoire, demonstrating attention to expressive qualities in prepared and improvised performances. MU:Re9.1.E.5a: Identify and describe how we evaluate music based on our interest, experience, analysis, and its context.	repertoire, demonstrating attention to expressive qualities in prepared and improvised performances MU:Re9.1.E.8a: Explain the influence of our own experiences to evaluate music based on analysis, context, and interest.
S a n p l e		