

# 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?

Common Anchor #1	Novice	Intermediate	Proficient	Accomplished	Advanced
	<p><b>MU:Cr1.1.E.5a</b> Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p><b>MU:Cr1.1.E.8a</b> Compose and <b>improvise</b> ideas for <b>melodies and rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<p><b>MU:Cr1.1.E.1a</b> Compose and <b>improvise</b> ideas for <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.</p>	<p><b>MU:Cr1.1.E.1a</b> Compose and <b>improvise</b> ideas for <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.</p>	<p><b>MU:Cr1.1.E.1a</b> Compose and <b>improvise</b> <b>musical ideas</b> for a variety of <b>purposes and contexts</b>.</p>

## 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?

Common Anchor #2	Novice	Intermediate	Proficient	Accomplished	Advanced
	<p><b>MU:Cr2.1.E.5a</b> Select and develop draft melodic and rhythmic ideas or <b>motives</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p><b>MU:Cr2.1.E.8a</b> Select and develop draft <b>melodies and rhythmic passages</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p><b>MU:Cr2.1.E.1a</b> Select and develop draft <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.</p>	<p><b>MU:Cr2.1.E.1a</b> Select and develop <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.</p>	<p><b>MU:Cr2.1.E.1a</b> Select and develop composed and improvised ideas into draft <b>musical works</b> organized for a variety of <b>purposes and contexts</b>.</p>
<p><b>MU:Cr2.1.E.5b</b> Preserve draft <b>compositions and improvisations</b> through <b>standard notation</b> and audio recording.</p>	<p><b>MU:Cr2.1.E.8b</b> Preserve draft <b>compositions and improvisations</b> through <b>standard notation</b> and audio recording.</p>	<p><b>MU:Cr2.1.E.1a</b> Preserve draft <b>compositions and improvisations</b> through <b>standard notation</b> and audio recording.</p>	<p><b>MU:Cr2.1.E.1a</b> Preserve draft <b>compositions and improvisations</b> through <b>standard notation, audio, or video</b> recording.</p>	<p><b>MU:Cr2.1.E.1a</b> Preserve draft <b>musical works</b> through <b>standard notation, audio, or video</b> recording.</p>	

## Evaluate and Refine

Evaluate and refine selected musical ideas to create musical work that meets 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?

Novice

Intermediate

Proficient

Accomplished

Advanced

**MU:Cr3.1.E.5a** Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **teacher-provided criteria**.

**MU:Cr3.1.E.8a** Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **collaboratively-developed criteria**.

**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**.

**MU:Cr3.1.E.1a** Evaluate and **refine** varied draft **musical works** based on **appropriate criteria**, including the extent to which they address identified **purposes and contexts**.

### 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?

Novice

Intermediate

Proficient

Accomplished

Advanced

**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.1a** **Share** personally-developed **arrangements, sections, and short compositions** – individually or as an **ensemble** – that address identified **purposes**.

**MU:Cr3.2.E.1a** **Share** varied, personally-developed **musical works** – individually or as an **ensemble** – that address identified **purposes and contexts**.

CA #3

# PERFORMING

## Select

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

**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

Proficient

Accomplished

Advanced

**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.1a** 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**.

**MU:Pr4.1.E.1a** 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**.

## Analyze

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

**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

Proficient

Accomplished

Advanced

**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**.

**MU:Pr4.2.E.5a** 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**.

**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**.

**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**.

**MU:Pr4.2.E.1a** Examine, evaluate, and critique, using music reading skills where appropriate, how the **structure** and **context** impact and inform prepared and improvised **performances**.

## 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?

Novice

Intermediate

Proficient

Accomplished

Advanced

**MU:Pr4.3.E.5a** Identify **expressive 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 **expressive 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.1a** 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.

**MU:Pr4.3.E.1a** Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music informs prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.

Common Anchor #4

## Rehearse, Evaluate and Refine

*Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

**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	Proficient	Accomplished	Advanced
Common Anchor #5	<b>MU:Pr5.3.E.5a</b> Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble performances</b> of a varied <b>repertoire</b> of music.	<b>MU:Pr5.3.E.8a</b> <i>Develop strategies to address <b>technical challenges</b> in a varied <b>repertoire</b> of music and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b>.</i>	<b>MU:Pr5.3.E.1a</b> Develop strategies to address expressive challenges in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b> .	<b>MU:Pr5.3.E.1a</b> Develop and apply appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music, and evaluate their success.	<b>MU:Pr5.3.E.11a</b> Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music.

## 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	Advanced
Common Anchor #6	<b>MU:Pr6.1.E.5a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.	<b>MU:Pr6.1.E.8a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures</b> and <b>styles</b> .	<b>MU:Pr6.1.E.1a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures</b> , <b>styles</b> , and <b>genres</b> .	<b>MU:Pr6.1.E.1a</b> Demonstrate mastery of the technical demands and an understanding of <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures</b> , <b>styles</b> , <b>genres</b> , and <b>historical periods</b> .	<b>MU:Cr6.1.E.11a</b> Demonstrate an <i>understanding</i> and mastery of the technical demands and <b>expressive qualities</b> of the music <i>through prepared and improvised performances</i> of a varied <b>repertoire</b> representing diverse <b>cultures</b> , <b>styles</b> , <b>genres</b> , and <b>historical periods</b> in multiple types of <b>ensembles</b> .
	<b>MU:Pr6.1.E.5b</b> Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b> .	<b>MU:Pr6.1.E.5b</b> Demonstrate an <i>understanding</i> of the <b>context</b> of the music through prepared and improvised <b>performances</b> .	<b>MU:Pr6.1.E.1b</b> Demonstrate an <i>understanding of expressive intent</i> by connecting with an audience through prepared and improvised <b>performances</b> .	<b>MU:Pr6.1.E.1b</b> Demonstrate an <i>understanding of intent</i> as a means for connecting with an audience through prepared and improvised <b>performances</b> .	<b>MU:Pr6.1.E.11b</b> Demonstrate an <b>ability</b> to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised <b>performances</b> .

# RESPONDING

## Select

Choose music appropriate for specific purposes and contexts.

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

**Essential Question:** How do individuals choose music to experience?

Novice

Intermediate

Proficient

Accomplished

Advanced

**MU:Re7.1.E.5a** Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**.

**MU:Re7.1.E.8a** Explain reasons for selecting music *citing* characteristics found in the music and **connections** to interest, **purpose**, and **context**.

**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**.

**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**.

**MU:Re7.1.E.1a** Use research and **personally-developed criteria** to justify choices made when selecting music, citing knowledge of the music, and *individual and ensemble* **purpose** and **context**.

## 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 the music influence a response?

Novice

Intermediate

Proficient

Accomplished

Advanced

**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.1a** Explain how the **analysis** of **structures** and **contexts** inform the response to music.

**MU:Re7.2.E.1a** Demonstrate and justify how the **analysis** of **structures**, **contexts**, and *performance decisions* inform the response to music.

## Interpret

Support an interpretation of a musical work that reflects the 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?

Novice

Intermediate

Proficient

Accomplished

Advanced

**MU:Re8.1.E.5a** Identify **interpretations** of the **expressive intent** and meaning of **musical works**, referring to the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**.

**MU:Re8.1.E.8a** Identify and support **interpretations** of the **expressive 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*.

**MU:Re8.1.E.1a** Justify **interpretations** of the **expressive intent** and meaning of **musical works** by *comparing and synthesizing* varied researched sources, including reference to other art forms.

Common Anchor #7

CA #8

## Evaluate

*Support personal evaluation of musical works and performance(s) 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)?

	Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #9	<p><b>MU:Re9.1.E.5a</b> Identify and describe the effect of interest, experience, <b>analysis</b>, and <b>context</b> on the evaluation of music.</p>	<p><b>MU:Re9.1.E.8a</b> Explain the influence of experiences, <b>analysis</b>, and <b>context</b> on interest in and evaluation of music.</p>	<p><b>MU:Re9.1.E.1a</b> Evaluate works and <b>performances</b> based on <b>personally-</b> or <b>collaboratively-developed criteria</b>, including <b>analysis</b> of the <b>structure</b> and <b>context</b>.</p>	<p><b>MU:Re9.1.E.1a</b> Evaluate works and <b>performances</b> based on research as well as <b>personally-</b> and <b>collaboratively-developed criteria</b>, including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b>.</p>	<p><b>MU:Re9.1.E.1a</b> Develop and justify evaluations of music, <b>programs</b> of music, and <b>performances</b> based on <b>criteria</b>, personal decision-making, research, and understanding of <b>contexts</b>.</p>

# CONNECTING

## Connect #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	Proficient	Accomplished	Advanced
Common Anchor #10	<p><b>MU:Cn10.0.H.5a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.E.5a</b> <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr4.1.E.5a</b> Select varied <b>repertoire</b> to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b>, and the <b>technical skills</b> of the individual or <b>ensemble</b>.</p> <p><b>MU:Pr4.3.E.5a</b> Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re7.1.E.5a</b> Identify reasons for selecting music based on characteristics found in the music, <b>connection</b> to interest, and <b>purpose</b> or <b>context</b>.</p>	<p><b>MU:Cn10.0.H.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.E.8a</b> <b>Share</b> personally-developed <b>melodies and rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr4.2.E.5a</b> Select a varied <b>repertoire</b> to study based on music reading skills (where appropriate), an understanding of <b>formal design</b> in the music, <b>context</b>, and the <b>technical skills</b> of the individual and <b>ensemble</b>.</p> <p><b>MU:Pr6.1.E.5c</b> <i>Demonstrate understanding and application of <b>expressive qualities</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b>.</i></p> <p><b>MU:Re7.1.E.8a</b> <i>Explain</i> reasons for selecting music citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</p>	<p><b>MU:Cn10.0.H.1a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.E.1a</b> <b>Share</b> personally-developed <b>melodies, rhythmic passages, and arrangements</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.</p> <p><b>MU:Pr4.1.E.1a</b> <i>Explain the <b>criteria</b> used to select a varied <b>repertoire</b> to study based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music, the <b>technical skills</b> of the individual or <b>ensemble</b>, and the <b>purpose</b> or <b>context</b> of the <b>performance</b>.</i></p> <p><b>MU:Pr4.3.E.1a</b> Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re7.1.E.1a</b> <i>Apply <b>criteria</b> to select music for specified purposes, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</i></p>	<p><b>MU:Cn10.0.H.11a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.E.11a</b> <b>Share</b> personally-developed <b>arrangements, sections, and short compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.</p> <p><b>MU:Pr4.1.E.11a</b> <i>Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skills</b> of the individual or <b>ensemble</b>, and the <b>purpose</b> and <b>context</b> of the <b>performance</b>.</i></p> <p><b>MU:Pr4.3.E.11a</b> Demonstrate how understanding the <b>style, genre, and context</b> of a varied <b>repertoire</b> of music <i>influences</i> prepared and improvised <b>performances as well as performers' technical skill to connect with the audience</b>.</p> <p><b>MU:Re7.1.E.11a</b> Apply <b>criteria</b> to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b>.</p>	<p><b>MU:Cn10.0.H.111a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr3.2.E.111a</b> <b>Share</b> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes and contexts</b>.</p> <p><b>MU:Pr4.1.E.111a</b> Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skills</b> of the individual or <b>ensemble</b>, and the <b>purpose</b> and <b>context</b> of the <b>performance</b>.</p> <p><b>MU:Pr4.3.E.111a</b> Demonstrate how understanding the <b>style, genre, and context</b> of a varied <b>repertoire</b> of music <i>informs</i> prepared and improvised <b>performances as well as performers' technical skill to connect with the audience</b>.</p> <p><b>MU:Re7.1.E.111a</b> Use research and <b>personally-developed criteria</b> to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble <b>purpose</b> and <b>context</b>.</p>

## Connect #11

*Relate musical ideas and works with varied 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	Proficient	Accomplished	Advanced
Common Anchor #11	<p><b>MU:Cn11.0.T.5a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.5a</b> Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p><b>MU:Cr3.2.E.5a</b> <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr6.1.E.5b</b> Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.5a</b> Identify and describe the effect of interest, experience, <b>analysis</b>, and <b>context</b> on the evaluation of music.</p>	<p><b>MU:Cn11.0.T.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.8a</b> Compose and <b>improvise</b> ideas for <b>melodies and rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.</p> <p><b>MU:Cr3.2.E.8a</b> <b>Share</b> personally-developed <b>melodies and rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>MU:Pr6.1.E.5b</b> Demonstrate an understanding of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.8a</b> Explain the influence of experiences, <b>analysis</b>, and <b>context</b> on interest in and evaluation of music.</p>	<p><b>MU:Cn11.0.T.1a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.1a</b> Compose and <b>improvise</b> ideas for <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.</p> <p><b>MU:Cr3.2.E.1a</b> <b>Share</b> personally-developed <b>melodies, rhythmic passages, and arrangements</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.</p> <p><b>MU:Pr6.1.E.1b</b> Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.1a</b> Evaluate works and <b>performances</b> based on <b>personally- or collaboratively-developed criteria</b>, including <b>analysis</b> of the <b>structure</b> and <b>context</b>.</p>	<p><b>MU:Cn11.0.T.1a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.1a</b> Compose and <b>improvise</b> ideas for <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.</p> <p><b>MU:Cr3.2.E.1a</b> <b>Share</b> personally-developed <b>arrangements, sections, and short compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.</p> <p><b>MU:Pr6.1.E.1b</b> Demonstrate an understanding of <b>intent</b> as a means for connecting with an audience through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.1a</b> Evaluate works and <b>performances</b> based on <b>research</b> as well as <b>personally- and collaboratively-developed criteria</b>, including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b>.</p>	<p><b>MU:Cn11.0.T.11a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1.E.11a</b> Compose and <b>improvise musical ideas</b> for a variety of <b>purposes</b> and <b>contexts</b>.</p> <p><b>MU:Cr3.2.E.11b</b> <b>Share</b> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> and <b>contexts</b>.</p> <p><b>MU:Pr6.1.E.11b</b> Demonstrate an <b>ability</b> to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised <b>performances</b>.</p> <p><b>MU:Re9.1.E.11a</b> Develop and justify evaluations of music, <b>programs</b> of music, and <b>performances</b> based on <b>criteria</b>, <b>personal decision-making</b>, <b>research</b>, and understanding of <b>contexts</b>.</p>