MUSIC TECHNOLOGY

CREATING	**Anchor Standard 1: Generating and conceptualizing ideas.** **Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.** **Essential Question(s): How do musicians generate creative ideas?**

	Proficient 1.3E.12prof.Cr1	Accomplished 1.3E.12acc.Cr1	Advanced 1.3E.12adv.Cr1	
Imagine	a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.	a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.	a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.	**Imagine**

CREATING	**Anchor Standard 2: Organizing and developing ideas.** **Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.** **Essential Question(s): How do musicians make creative decisions?**

	Proficient 1.3E.12prof.Cr2	Accomplished 1.3E.12acc.Cr2	Advanced 1.3E.12adv.Cr2	
Plan, Make	a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.	a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.	a. Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and/or analog tools and resources.D13	**Plan, Make**

CREATING	**Anchor Standard 3: Refining and completing products.** **Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.** **Essential Question(s): How do musicians improve the quality of their creative work?**

	Proficient 1.3E.12prof.Cr3	Accomplished 1.3E.12acc.Cr3	Advanced 1.3E.12adv.Cr3	
Evaluate, Refine	a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	a. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.	**Evaluate, Refine**
	b. Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.	b. Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.	b. Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.	

MUSIC TECHNOLOGY

<table>
<tr><td rowspan="7">PERFORMING</td><td colspan="3">Anchor Standard 4: Selecting, analyzing, and interpreting work.
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(s): How do performers select repertoire?</td><td rowspan="7"></td></tr>
<tr><td align="center">Proficient
1.3E.12prof.Pr4</td><td align="center">Accomplished
1.3E.12acc.Pr4</td><td align="center">Advanced
1.3E.12adv.Pr4</td></tr>
<tr><td rowspan="3" style="writing-mode: vertical;">Select, Analyze, Interpret</td><td>a. Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.</td><td>a. Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources.</td><td>a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.</td><td rowspan="3" style="writing-mode: vertical;">Select, Analyze, Interpret</td></tr>
<tr><td>b. Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.</td><td>b. Describe and provide examples of how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.</td><td>b. Examine, evaluate, and critique how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances.</td></tr>
<tr><td>c. Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.</td><td>c. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers" ability to connect with audiences.</td><td>c. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.</td></tr>
<tr><td colspan="3">Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
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(s): How do musicians improve the quality of their performance?</td></tr>
<tr><td align="center">Proficient
1.3E.12prof.Pr5</td><td align="center">Accomplished
1.3E.12acc.Pr5</td><td align="center">Advanced
1.3E.12adv.Pr5</td></tr>
<tr><td rowspan="1" style="writing-mode: vertical;">PERFORMING</td><td style="writing-mode: vertical;">Rehearse, Evaluate, Refine</td><td>a. Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</td><td>a. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</td><td>a. Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.</td><td style="writing-mode: vertical;">Rehearse, Evaluate, Refine</td></tr>
</table>

<table>
<tr><td rowspan="4" style="writing-mode: vertical;">PERFORMING</td><td colspan="3">Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.
Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</td><td rowspan="4"></td></tr>
<tr><td align="center">Proficient
1.3E.12prof.Pr6</td><td align="center">Accomplished
1.3E.12acc.Pr6</td><td align="center">Advanced
1.3E.12adv.Pr6</td></tr>
<tr><td rowspan="2" style="writing-mode: vertical;">Present</td><td>a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</td><td>a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</td><td>a. Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.</td><td rowspan="2" style="writing-mode: vertical;">Present</td></tr>
<tr><td>b. Demonstrate an understanding of the context of music through prepared and improvised performances.</td><td>b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.</td><td>b. Demonstrate an ability to connect with audience members before and engaging with and responding to them during prepared and improvised performances.</td></tr>
</table>

MUSIC TECHNOLOGY

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Question(s): How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

	Proficient 1.3E.12prof.Re7	Accomplished 1.3E.12acc.Re7	Advanced 1.3E.12adv.Re7	
Select, Analyze	a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	a. Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.	a. Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.	**Select, Analyze**
	b. Explain how knowledge of the structure (i.e., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.	b. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.	b. Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.	

RESPONDING

Anchor Standard 8: Interpreting intent and meaning.

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

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

	Proficient 1.3E.12prof.Re8	Accomplished 1.3E.12acc.Re8	Advanced 1.3E.12adv.Re8	
Interpret	a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.	a. Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.	a. Examine and cite research from multiple sources to connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.	**Interpret**
	b. Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	b. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	b. Apply appropriate personally developed criteria to evaluate musical works or performances.	

RESPONDING

Anchor Standard 9: Applying criteria to evaluate products.

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

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

	Proficient 1.3E.12prof.Re9	Accomplished 1.3E.12acc.Re9	Advanced 1.3E.12adv.Re9	
Evaluate	a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.	a. Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.	a. Develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic and analog features, and understanding of purpose and context.	**Evaluate**

MUSIC TECHNOLOGY

<table>
<tr>
<td rowspan="4">CONNECTING</td>
<td colspan="3">Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</td>
<td rowspan="4"></td>
</tr>
<tr>
<td>Proficient
1.3E.12prof.Cn10</td>
<td>Accomplished
1.3E.12acc.Cn10</td>
<td>Advanced
1.3E.12adv.Cn10</td>
</tr>
<tr>
<td>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
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<td>*This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5e, 1.3A.12acc.Re7a*</td>
<td>*This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5e, 1.3A.12adv.Re7a*</td>
</tr>
<tr>
<td rowspan="4">CONNECTING</td>
<td colspan="3">Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</td>
<td rowspan="4"></td>
</tr>
<tr>
<td>Proficient
1.3E.12prof.Cn11</td>
<td>Accomplished
1.3E.12acc.Cn11</td>
<td>Advanced
1.3E.12adv.Cn11</td>
</tr>
<tr>
<td>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</td>
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<td>*This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5e, 1.3A.12adv.Re7a*</td>
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